

"Some Lay Impressions of the American University Library" by Dr F Mowbray Velte (See Page 4)

THE
**MODERN
LIBRARIAN**

A Monthly Journal of All-India Library Service

[PUBLISHED for the BENEFIT of LIBRARY WORKERS and LIBRARY READERS]

VOLUME I

NOVEMBER 1930

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THE MODERN LIBRARIAN

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MODERN LIBRARIAN

A Monthly Journal of All-India Library Service

NOVEMBER 1930

Editorial

The journal of which this is the first issue will, we hope, prove the fruition of the hopes and whole-souled endeavours of the group of enthusiasts, who have ushered it into existence. With no large funds at its command, it is necessarily a labour of love and can only continue to exist if accorded loving co-operation by all interested in better libraries, better books, and more wide-spread love of reading. For this co-operation the editorial staff plead earnestly. We want your co-operation as subscribers and as contributors, for you can, we feel, both profit by our pages and make our pages more profitable to other readers. We shall welcome particularly interesting articles on library subjects, brief and intelligent reviews of significant publications, Indian and foreign, and correspondence that is thought-provoking.

That we feel strongly that such a periodical as "The Modern Librarian" will fill a long-felt want is obvious from the fact that busy men have given of their services entirely unfee'd to make of this venture a success, and that this is the first real piece of work attempted by the Library Association of the Province. That it will help to further the aims of the Association goes without saying.

What, then, are these aims? First and foremost to initiate a real library movement in the Panjab. We are conscious of the many weaknesses in our libraries of to-day. They lack method, and they need education. Education and experience go hand in hand, and the object of the Association is to share experiences, to pool our resources in such a way that a policy of each for all and all for each is inaugurated. One librarian can teach another the tricks of the trade and in return learn from his pupil; a new harmony can be introduced into methods of library control; new ideas can be shared with

mutual advantage; new book-discoveries can be made common property. Gradually we can work toward more numerous and better organized libraries in all our large cities and toward more wide-spread education in smaller and more sequestered corners of the Panjab.

In the second place the Association is labouring definitely for a new conception of the librarian's value to the community. He is no longer to be regarded as the grim custodian of files of dusty books, but as an important factor in the spread of knowledge. Whatever be India's political future advances lies only along the lines of greater enlightenment and that enlightenment in the long run is going to come from intelligent reading. Books may not be living things in the physical sense, but in the spiritual sense they are. All that men have dreamed and achieved is recorded in books for posterity, and posterity will always have to seek guidance in past experience. And so we must aim in India at the creation of a nation of readers, readers who can translate what they read into action, into a rigorous striving after the best for their country and for themselves. When we think of books in this way we see how important the librarian becomes. He it is who has the power to feed men's minds, to advise, to instruct and to inspire.

And, so on our Library Association we invoke your blessing, and for it demand your support. We shall be glad to accept criticism, when offered in a friendly spirit, for criticism implies interest, and to stimulate interest is our object.

With confidence in your forbearance we launch this first issue of 'The Modern Librarian.' It exists to serve you, for service is the great word in the librarian's creed. May it serve you acceptably and with a wisdom equal to its whole-heartedness.

E. M. V.

The Children's Library

By Mrs. Anandibai Prabhudesai,

Superintendent, Children's Library and Playroom, and Marathi Cataloguer, Baroda Central Library.

Dealing with this wide and interesting subject from the Indian point of view, we must confess that up to now the Indian library has catered almost exclusively to men. Such institutions are scarcely used by the gentle sex at all. Women in India, owing to their lack of education and to the restrictions imposed by social conditions, play but little part in the activities of a library. In these circumstances it is not strange that no provision for children is found in an Indian library. If therefore the idea of a women's section in a library would appear strange and novel, the idea of a children's library would appear still more anomalous.

In India, as in some other countries, the idea is still current that a library is a serious institution, welcoming mostly grave men of mature age. In fact they are largely frequented by old men seeking shelter from the heat or the rain. The very idea that such places should contain a section for children would be regarded as a joke, something calculated to turn the library into ridicule.

Western education has much to teach us and we cannot do better than take a leaf from our American friends in this matter. In America the first step was to develop school libraries. It was a Mrs. Saunders, who was the pioneer in developing the idea of a children's section in a public library. Such a section was started by her in Pawtucket, Rhode Island, as far back as 1877, at a time when the child was debarred from using a library by the rules and regulations then in force. The idea caught on, and a children's section is now to be found in most of the libraries of America and Great Britain and, indeed, throughout Europe.

The important question, "What shall the public library do for the young and how?", is linked with an equally important question, "What shall the library do for the female reader and how?"

The strength and well-being of a nation depend upon the children, who are destined

to become the next generation. How important therefore it is that all the powers of a child shall be developed, and that all that is good and pure in its character shall be fostered. Who can tell what latent forces may have withered away for want of encouragement in early years? The education of a child begins the moment when it commences to take an interest in its surroundings, in fact from the first dawn of its intelligence. The child should be developed by the direction of its natural activities and these activities invariably take the form of play. Every opportunity should therefore be taken to assist its development along these lines. Herbert Spencer defines education as "preparation for complete living" hence it must be made to fit the capacity of each particular child and be directed to the awakening of its latent faculties.

The child already possesses two fields of activities, two gardens in which the tender plant may grow and develop. These are the home and the school. To these two I wish to add a third, by the establishment of a children's section in a public library.

Experience shows that a well-organised children's library can help much towards the building up of character and the cultivation of a taste for good and wholesome literature. The children's section should be a source of knowledge combined with recreation, open to all alike, a place where they can pass their time pleasantly, unconsciously imbibing information without effort and without regarding reading as a task. Where, as in the majority of cases, parents are unable to provide good books suitable to their tastes and needs, children must necessarily look to public libraries for such facilities.

Librarians, mostly female librarians, will be needed when such children's sections are founded. They will work in full co-operation with the parent and the teacher. In countries where such sections have been established it has been found that

the influence of the librarian is second only to that of the mother and the school teacher. However, everybody is not naturally competent for this work. One who dislikes children or one lacking sufficient patience and tact to handle noisy and troublesome children should not attempt to take up such work. Real affection for the little one and some knowledge of the psychology of the child are necessary qualifications for the task.

The next point to consider is the provision of literature suitable for the young mind. When we glance over a collection of English juvenile books we long for the day when the Indian child will be provided with an equally copious supply of well printed and well illustrated books in the vernaculars—books specially written for them. The supply, however, is so scanty that the sources soon get exhausted and like little "Oliver Twists", the children eagerly and persistently ask for more. Here then is a field of usefulness open to those possessing sufficient abilities and leisure. We want more good books written in the mother tongues of the children—whether original works or adaptations and translations from other languages.

A sure and ready way of making the children fond of the children's library is a copious supply of picture books suited to their tastes, and by providing indoor amusements, a variety of table games and occupations, puzzle boxes and stereoscopes. The interests and the means of development for the young lie in doing things. The child needs more physical activity. Rousseau says "children easily forget what has been shown to them or what they have been told; but what they themselves have made they never forget". They love to build and construct. Such valuable constructional models as Meccano, the Little Architect, Klipito, Buildo etc., gratify this desire and develop the minds and hands of the little one. The room should be decorated with attractive coloured pictures, which add to the cheerfulness of the room and make it bright and home-like; in fact, to quote Ruskin, "A room without pictures is like a house without windows." Pictures dealing with actual child life are perhaps the most acceptable for this purpose.

We all know how children love to hear stories. "Show me some pictures", is a demand soon followed by another demand, "Tell me a story". Nothing is so appealing to the young mind as a good story. Story-telling gives pleasure, while strengthening the power of imagination, developing sympathy, and cultivating a taste for good and wholesome literature. If well directed, it offers opportunity for inculcating moral truths and helps to place the child on a proper footing in the beautiful world of books.

Another means of imparting information is the cinematograph, whereby can be reached the unlearned folk who are unable to read and to whom therefore the wealth of knowledge stored in books is denied.

The Central Library Baroda is a great advocate of the open shelf system. Open access to the shelves makes the child feel at home in the library and gives him self-confidence, by cultivating his judgment. In America not only is the child given free access to the juvenile collection, but he is often invited to tell in his own words in informal essays what are his favourite books and why he likes them.

The *picture here reproduced, an illustration of the Children's Room in the Baroda Central Library, gives an idea of what that library has been doing for the little folk of Baroda since 1913, when it was started. The idea came from H. H. the Maharaja Saheb, who when told there were not many vernacular books suited for children, suggested their being given pictures and indoor games. This well decorated and handsomely furnished room is a centre of attraction to children from all parts of the city. It is the games that first engages the young visitor's attention, and a great delight it is to watch a group of boys or girls trying to fit together the parts of a zigzag puzzle, handling and adjusting different parts of a mechanical model or teasing their brains in their endeavours to defeat their opponents at Draughts or Halma. In one quiet corner can be seen a group of children reading a book or a magazine. The free and home-like atmosphere of the place is not its least attraction. The popularity of the room

* See cover, front page.

can be gauged by the fact that last year it was patronised by 26,400 children.

As I have said before, the idea of a Children's Section is a novel one. It should be developed in India until it is as common and familiar a feature in a library as the adult section. The children's library will then be one of the social forces that will contribute to the building up of the character of the future genera-

tion, the enlargement of minds cooped in narrow and unpropitious surroundings, and the opening of opportunities for self culture to all alike.

I therefore trust that every library in India will take up the interesting and important subject and commence to organise even on a small scale a children's room for the advancement and delight of our young folk.

Some Lay Impressions of the American University Library*

By *Dr. F. Mowbray Velte, M.A., Ph.D.,*

Chairman of the Council, Library Association, Lahore.

It should be understood at the outset that in this paper I speak, not as an expert, but as a layman. Although I have done work in the cataloguing department and in the seminars of the Princeton University Library I dare not pretend to an understanding of any of the major problems of library administration, for a genuine librarian is a specialist of a very high order. Every responsible member of an American library staff in any library whatsoever is a man who has undergone a thorough training—a training for which as a prospective lecturer in the fields of English literature I had neither time nor opportunity.

The nature of the training required of the prospective librarian is best grasped by a study of the catalogue of some such university as Columbia, in which there is a specific department with specific degrees for library study.† The department offers some thirty odd courses of lectures and covers all conceivable branches of library activity—a clear indication of the seriousness with which this branch of study is regarded. Naturally any student taking his degree from the department has a very full conception of what a library does and should mean, and I personally feel that our librarians in this part of the world, excellent as they are, would profit immeasurably by training such as I have

outlined, training certainly immensely superior in point of adequateness and efficiency to any thing available in India, and for that matter, as I honestly believe in any other part of the world. But here I tread on controversial ground.

Not being, as I have said, a trained expert, I can speak only as a layman, and it would be folly on my part to essay a discourse on any subject as presumptuous as that at first assigned me, to wit on the 'Library Movement in America'. This subject was, I am glad to say, changed. Frankly I do not know what is meant by such a subject, and do not intend, therefore, to indulge in vague and meaningless generalizations anent its possible meaning. I wish to speak, however, on something very concrete and very untechnical, and choosing Princeton University as the source of my inspiration shall give you what may best be styled, "Some Lay Impressions of the American University Library".

One's first impression of the Princeton University Library as contrasted with our libraries here in Lahore, foregoing the obviously superior qualifications of the staff, is one of surprise at the largeness of the staff. It is true that even our biggest library in the city is fairly small by comparison with the Princeton Library, although the University with its full complement of two thousand students is very considerably smaller than our Panjab University. Nevertheless, whatever the comparative size of the two organizations, it is quite

* Paper read at the All-India Library Conference held at Lahore in December 1929.

† For this course of studies see a note under the heading Training in Librarianship in this issue.

patent that, if the Princeton Library is properly manned, we are hopelessly inadequately manned.

And, if we were to consider the administration of the two concerns, we should be appalled by the differences that exist. Here in India one man has to shoulder a tremendous variety of burdens; there departmental organization has reached a high point of efficiency. The Purchase Department, the Cataloguing and Accessions Department, the Seminars, the Bindery, the Reading Room, the Reference Department, the Department for the actual issuing of books, the Treasure Room, have each their own head and subordinate staff, and the Librarian is a Field-Marshal with generals, colonels, majors and captains under him and responsible to him. We begin to understand at once the necessity for a foundation of first-class technical training, when so large a concern is the librarian's province.

Of all the officers of the library I think I miss most the Reference Librarian. His whole function is to serve very directly the students who desire to use the library. Should there be a debate, it is his duty to study the subject and prepare a suitable bibliography of books and periodical articles and government papers for the use of any students participating, who come to him for assistance. He is on hand to assist the research student by suggestions as to reading. He knows the new books, and selects a monthly reading list. He is fully acquainted with the geography of the library building and can guide the errant through the seminars and stacks with infallibility, and he is always on hand at his desk to serve seekers after information.

Our libraries on the other hand have seldom any officer of this nature. It is difficult to get an adequate bibliography on any given subject from the library authorities, because they have so many other duties to perform that they can hardly be expected to handle so specialized a branch of library work efficiently. I may be misrepresenting the state of affairs for India, but I do not misrepresent for the Panjab. As a teacher and occasional research worker I know whereof I speak.

Now the uses of the reference librarian in

building up a reading library public are incalculable. He eliminates waste of time in vain searching, and he stimulates interest in books and reading, at Princeton he organizes for the students special library tours, wherein he describes to them with accuracy the geography of the library and leads them through seminars, reading-rooms, and stacks. Every member of the freshman class is required by the university to take these tours, for every student worth his salt is expected to be a real reader of books. The group taking the tour is limited to about thirty men, and every man is privileged to ask as many questions bearing on the objects of the tour as may occur to him.

In addition the reference librarian's selected booklists for the month, placed in bookshelves prominently situated in the main reading-room or near the counter for the issuing of books, are a source of constant interest and inspiration to the thoughtful. If he has done his work well, the student who has simply come to the library to find something to read, knows where he is likely to find something worth-while in a short time without clawing through the dust and vastness of the stacks.

Indeed so accustomed have I become to the institution of the reference librarian that I cannot conceive of a library without one. In our Forman Christian College Library in one way and another by posting book-lists at given periods and by personal attention to the needs of students we have tried to amend this deficiency but we have yet a long way to go. Some of our proposed improvements for the future will, I am sure, be along this line, and that we shall have some sort of a reference librarian some day will, it seems to me, be the assured outcome.

The reference librarian's desk is in the ordinary course of events in the most accessible spot in the library, namely the main reading-room, and the main reading-room is a very marked contrast to most of our Indian reading-rooms. There is an air of comfort and an attractiveness about it that invites leisurely reading. The books and periodicals are attractively arranged, chairs and tables are built for comfort as well as for efficiency, and the lighting arrangements are adequate and at the same time restful to the eyes. In some cases, though this is not true of the

Princeton University Library Reading-room, well-chosen pictures on the walls or showcase displays of rare or interesting books give the room an increased allure and evening hours that our students here devote to the moving pictures or to huddled and inane conversations in bare hostel rooms are there whiled away by a very large number of the student-body in the library. We can do much for the art of reading if we pay more attention to our library reading-room, and if we try to introduce into their barn-like bareness some homelike touches of beauty or restfulness.

Perhaps our little library exhibition here during the Conference will inspire us to more careful work along this line in our libraries. I am sure that there are many rare or interesting books in our libraries that do not get the attention they deserve—first editions and the like. In the Princeton Library there is a regular treasure-room kept under lock and key where valuable books and papers are stored and the treasure-room has its own curator, who knows every book therein. He will show you with pride one of the very finest first folios of Shakespeare in the world, enthroned on velvet and kept in its own especial case, not to be touched by hands except under strict supervision. He will show you an extremely fine collection of crui-kshankiana of which the library is proud, and innumerable priceless old M. S. S. Now we all know that a first edition, for example, has a real market value and yet how careful are most of our libraries of such? Do we as librarians know what treasures in the shape of first editions we have got and are we taking proper care to preserve them? I doubt it.

Another line of collection and exhibition, no less valuable from the university standpoint, is the collection of books written by students, past and present, of the University in question. Princeton has a very large collection of Princetoniana which is every year being augmented. It is kept apart, and and if a book of this sort is likely to be in constant use, there are always two or more copies, several in the stack and one preserved and in the Princeton Collection. It seems to me for those of us who have not made such collections in our libraries that here is a very legitimate and fruitful suggestion and one worth following up.

Of tremendous use to the reference librarian and to graduate and research students in particular are the seminar rooms for special subjects. In these rooms are collected at the suggestion of the professors concerned with each subject, suitable books for research work in that subject. These rooms are provided with proper equipment for work with small class-groups and for private study, and are reserved for the use of special students who are provided with personal keys to the rooms. They become centres of animated discussion and thought and reading. In some cases they have their own card catalogues prepared by the students themselves or by professors interested, and in every way make a valuable contribution to the scholarship of the University. Activity in them leads inevitably to increased interest in other sections of the library.

While our libraries are well stocked along certain lines I find very noticeable gaps on our shelves. Art and art books for example since they apparently have little practical utility are not very well represented on our shelves. But the æsthetic value of such books is incalculable. In Princeton University there is a special library of art and a separate building linked up with a first-class art museum. Now while we cannot be expected to place as much emphasis on this phase of book-lore since our universities do not conduct art courses, we should at least place more emphasis on it than we do now. I am personally a great believer in the picture-book and the illustrated book as a means of generating interest in books and reading. Many are the books of real value to which I personally have been drawn in the first place by glorious illustrations, and there is no denying that the form of a book constitutes a much large measure of its charm than we are at first inclined to think. American and British publishers have realized this fully; our Indian publishers are only beginning to realize it dimly and in isolated cases.

The proper supply and preservation of periodicals is of course of infinite importance to all research work. In the study of English for example periodicals like 'Modern Language Notes', 'Modern Philology', 'Englische Studien', the 'Yale Studies in English', etc., etc., are a *sine qua non*.

for efficient work and the library should have all the back numbers on file for constant reference. I have missed such periodicals here as much as I have missed the reference librarian for they contain limitless treasures of keen study and information.

There is a regular system in U. S. A. university libraries by which through exchanges of periodical theses and studies one university keeps stocked with the publications of its sister-institutions. Every candidate for a doctorate, for example, must have a quantity of copies of his thesis printed and donate them to the university to be circulated in other universities. It is good business for him since if his work is outstanding he is in line for a good offer as a teacher. It is good business for the university since it builds up its prestige and ensures exchanges of value for the library. The publication of really sound university studies by an Indian University would certainly 'boost our stock'—to use an Americanism—the world over and I am surprised that so far so little has been done in India along this line.

Such studies almost inevitably involve the creation of a University Press working in harmony with the University Library and the University Research Departments. Princeton necessarily has its own press and I look forward to the day, when the Punjab University will have its own and cease to be dependant on unimaginative and unscrupulous local publishers. Again I tread on dangerous ground.

A profitable feature of the Princeton University Library along the line of research work and higher under-graduate work is to be found in the annual lectures on bibliography delivered by a member of the library staff. These lectures give an insight into the use of books that is of inestimable importance. Students learn thereby to systematize their reading, and in modified form the inauguration of some such lecture courses, which were in part compulsory, would be useful in our university libraries here.

As regards the purchase of new books at Princeton I feel that there is a larger measure of co-operation between professors and library authorities than exists here. The fault here lies with the professors. They do not make carefully considered annual departmental suggestions to the

libraries and then wonder why they cannot discover the books they desire. In addition, in the Punjab University at least, the final selection of books lies with a small committee which is in some cases ruled by prejudices and many useful books are rejected even when suggested on the grounds of expense or for other less worthy reasons. Departmental representation on the final selection committee might with advantage be increased for then departments would have a better chance of getting what they ordered.

As a teacher of English I cannot feel too deeply the importance of my subject as a means of engendering library interest and the reading-spirit. Nor can I stress too strongly the fact that I feel the nature of most of our courses in English does not tend to popularize the library. There is too much emphasis on the careful study of individual text-books and too little emphasis on more general reading. We prescribe little books of poetry and prose selections and the students know that their knowledge of these text-books will have to be meticulous. They desert all other reading and devote all their time to memorizing of their texts and of cheap bazar notes compiled thereon. English study does not engender in them a love of books but rather a dread of pettifogging details. And any suggestions of books for general study only is met by university boards of study with a shrug of the shoulders and a curt "Quite impossible". But I shall not inflict upon you my own grievances.

In conclusion let it suffice to say that a study of any American University Library will teach us lessons in organization and efficiency that we cannot learn too soon; that the American University Library is in a sense a social centre as well as a mere store house for dusty tomes; and that the main end of the institution is, as it should be, to stimulate and inspire a love of books, and not merely to store up volumes for the benefit only of those who are willing to go to some trouble in the discovery thereof. The true position of the library and a librarian in university and community life makes the librarians' calling as an apostle of knowledge one of the very finest and best in this world of ours, and when we realize this responsibility, we must also realize how very inadequate have been all our efforts in the past to do our splendid duty.

Libraries in Bombay

By Ratanchand Manchanda,

Hailey College Library, Lahore.

It was in August last that I had the privilege of visiting some of the important libraries in Bombay. Bombay having a population of about twelve lakhs and being the richest city in India, has a very small number of public libraries; and out of them there is perhaps only one which can be called a free public library.

PEOPLE'S FREE READING-ROOM AND LIBRARY.

It is situated on the Hornby Road. It has between ten and fifteen thousand volumes in the library and a well-equipped periodical and newspaper reading-room. The library opens ten hours a day from 8-30 a.m. to 6-30 p.m., and the newspaper and periodical room eleven hours a day from 8 a.m. to 7 p.m. One book to a person at one time is lent for a period of fifteen days on a deposit of Rs. 10. A whole-time secretary is in charge of the library. Mr. K. J. B. Wadia, a cheerful, good-looking gentleman, with an intellectual face and a bald-head is the Librarian. This library has also a branch library and news-room at Dhobi Talao, which is a small nice collection in a beautiful building of its own.

LIBRARY OF THE ROYAL ASIATIC SOCIETY.

The Bombay Branch of the Royal Asiatic Society has a very grand library consisting of about one hundred thousand volumes. It is open to members only. A resident member has to pay Rs. 60 and a non-resident Rs. 35 a year. Fifteen volumes are issued to each borrower at one time for a period of three months. About five hundred resident and about two hundred non-resident members are on the rolls of the library. The books are arranged on open shelves and members have free access to them. New books are displayed on the tables and the members are allowed to choose from them for themselves. The average issue of books and periodicals per working day is about two hundred and forty. The library spends Rs. 8,000 on books and Rs. 3,000 on periodicals and newspapers each year. About two hundred and fifty

periodicals are subscribed to by the library. Mr. P. B. Gothroskar is the Librarian and has a force of five assistants to work under him. Mr. Gothroskar is a fine old gentleman. He represented the Bombay Government at the All-India Librarians' Conference held at Simla in 1918. He was due to retire at the end of August and the Deputy Librarian is to succeed him in his post.

UNIVERSITY LIBRARY.

The University Library is situated in a nice, spacious, two-storeyed building. On the floor there is a large periodical and a general reading-room for students under the supervision of a library assistant. It is a reference library but books are lent to professors and research scholars. The library is organized on the open access system and contains about forty thousand volumes.

Rs. 10,000 are spent annually for the purchase of books and Rs. 1,500 for periodicals. Special grants are also occasionally given by the University for the purchase of books. The library opens from 11 a.m. to 7 p.m. on week-days.

Some years ago the Bombay University sent its librarian to England to get training in librarianship. On his return he classified the books according to the Dewey Decimal Classification System and made a card catalogue of them with subject, author and title entries each arranged separately. The present Librarian, Mr. R. V. Sabnis, is a nice gentleman. He has five library assistants to assist him in his work.

J. N. PETIT LIBRARY.

J. N. Petit Library is situated on the Hornby Road. It is a subscription library and has four thousand subscribers on its rolls. About nine thousand rupees are spent every year for the purchase of books. More than three hundred different periodicals and newspapers are subscribed to by the library at a cost of over ten thousand rupees a year. Two copies of illustrated magazines are generally placed on the tables in the reading-room but more than two copies of such periodicals as are in great demand, are purchased.

The Library has a printed catalogue of books and supplements are printed periodically containing additions. The statistics of books and periodicals circulated among the members are kept according to subjects.

Attached to the library is a beautiful hall and public lectures are arranged by a committee appointed for this purpose. Two of the lectures that were delivered during the year 1929 were "Travels in Persia" by Moneck F. Mulla and "Socialism", by P. A. Wadia.

SASSOON MECHANIC INSTITUTE LIBRARY.

Sassoon Mechanic Institute Library is situated on the Rampion Road. It opens at ten o'clock in the morning and closes at seven in the evening. There are about five hundred members of the library and each one of them pays a quarterly subscription of Rs. 6. Each member can take out three books and two magazines at a time for a period of fourteen days. New books are issued for seven days only. There is a printed catalogue of books in the library and supplements are added for additions. Members have free access to the shelves. Books costing from Rs. 150 to Rs. 200 are added to the library each month. The library contains about one hundred thousand volumes.

ST. XAVIER COLLEGE LIBRARIES.

St. Xavier College has several libraries. There is a lending library for students containing about 6,000 volumes. Books are classified on the Dewey Decimal Classification System. Mr. W. Ressuriceas, an amiable gentleman, is the Librarian. There are several departmental libraries placed in the rooms of the heads of various departments. But the most remarkable library belongs to the Indian Historical Research Institute of the College. It has a small but a very beautiful library—a collection of about 4,000 well-selected volumes on Indian history. There is an excellent collection of one hundred very rare and valuable manuscripts and five hundred photographs of manuscripts purchased from several European libraries. It is a reference library used by research students in Indian history. Rs. 15 a term is charged from the readers. Rs. 50 per term is charged from post-graduate students of the Institute who receive directions in addition to the use of the library. Attached

to the library is a small but beautiful museum consisting of a valuable collection of rare coins, pictures, statues of historical importance collected from various parts of India. Rev. H. Heras, S.J., an old gentleman, called 'Father' by the staff and students is the Director of the Institute. Rev. Heras is one of those few persons who live in the world in the service of others. Having taken up a cause, such men live and die for it. While travelling in many different parts of India he has collected some of the rarest things available for his museum and the library. And he has done all this within a short period of five years under financial restraint. Students from all universities of India who have taken up Indian history as their special subject of study, join this Institute. Rev. Heras, although other men at his age retire from their work, sits for long hours in his office directing the students in their studies. He has himself classified his library on modern scientific methods and has prepared a beautiful typed card catalogue. He is also preparing an index of articles on Indian history from all Indian and European journals. One gets inspiration whilst talking with Rev. Heras even for a short time. I wish the library workers in Bombay would go and see his work and get inspiration from him.

ELPHINSTON COLLEGE LIBRARY.

The Elphinston College Library has about 19,000 volumes. About Rs. 2,000 a year are spent on books. The books are classified on the Dewey system. A subject catalogue typed on cards and a printed author catalogue of books are made. From two to four volumes are issued at a time for a fortnight. About four hundred students use this library.

LAW COLLEGE LIBRARY.

It is a reference library and has a typed author catalogue of books. It opens from 11-30 a.m. to 5-30 p.m. There are about 4,000 volumes in the library and about five hundred registered readers use them. There are a Librarian and a Deputy to help the readers.

WILSON COLLEGE LIBRARY.

The Wilson College is situated on the Chaupati. It has a good Library consisting of 10,000 volumes in closed stacks. But free access to reference books is allowed. Mr. J. B. Primrose, a member of the teach-

ing staff, is the Librarian and has two library assistants under him. The Library is classified on the modified Dewey system. From three to six volumes are issued to each student at time for a period of

fifteen days. About eight hundred registered borrowers use the library. The library spends about four thousand rupees a year for the purchase of books.

The Library as a Nation Building Institution

By M. S. Bhatti, M.A.,

Forman Christian College, Lahore.

Thomas Carlyle has called a university a collection of books, and books are a collection of ideas, and ideas are a dynamic force without which no nation can prosper and progress. India with her ancient and wonderful civilisation and culture has been one of the chief contributory to the ever-widening stream of world—thought, but to-day this once torch—bearer of light and learning is herself a straggler on the path with all avenues shut which may lead the wayfarer to the 'fount' of wisdom.

This then is the pass to which we have come where we are no better than strangers to our own culture, and intellectual bankrupts. The responsibility for this lies with the strange system of education that has been followed here.

The need for mass education has no doubt been recognised as one of the primary concerns of the state, and private initiative, and let it be said to their credit that they have made an exertion during the last fifty years but without obtaining reassuring results. This signal failure is due to false emphasis on the efforts of the pedagogues, and backing up of the wrong horse (multiplication of schools) at the cost of complete neglect of libraries as an institution possessing marvellous potentialities in the hands of capable librarians. Sir Walter Besant has made a pregnant observation which runs as follows:—"The public library is an adult school, a perpetual and lifelong continuation class, and the librarian is the reader's most important teacher and guide." Have we in India realised the truth of the above? I shall deal here with the social and recreative side of a properly constituted library.

A leading American educationalist has said that if he had money enough to found a university after the ideal pattern he would build a Library first, and a Smoking

room afterwards, and if any money was still left with him he might hire a few professors to harangue. This simply means that the social side of life is the most important thing, and its development the chief function of a university.

Our universities here are purely examining bodies and correspond to Thackeray's "Slaughter-house". The rigid and monastic discipline of schools and colleges very nearly kills the social instinct of the young scholars and what is left is steam—rolled by the nightmare of routine and drudgery which dogs the product of these to offices and other places. Besides these schools and colleges we have the "home" than which there is nothing sweeter on the face of the earth. But alas such are not our homes! There is little of culture and still less of enlightenment in these yet. The family bickerings and domestic worries will not afford any leisure to the soul which will flutter sometime like a caged bird and then cease to aspire.

A library would be an ideal place to escape the drudgery of life, and indulge the noblest passion of the soul. It will enable us to recreate the ideal world which has been shattered to bits by the buffets of the world. Also, it will bring bits of humanity together which have been segregated and antagonised by the artificial barriers of caste, creed and colour and thus regenerate mankind. Who can doubt that a library can serve as an oasis in the desert and a rallying point where the votaries of liberty, equality and fraternity can meet and greet each other? Have we not enough mosques and temples and schools already? I am of opinion that we have more than enough. Give us a few reading-rooms and libraries and we will give you a better humanity. But this process would require one thing. Just as an enlightened

home needs an enlightened housewife, a successful library must be under the charge of a competent librarian. So far he has been little more than a scarecrow—a sort of bugbear, a veritable Jew who sits like Shylock to guard his treasure. We want somebody like a spendthrift who can squander without any care. A librarian

who would function under ideal conditions would be a highly attractive personage whose outward appearance no less than intrinsic character would attract people. He will be a scholar, a psychologist, and a sweet tempered gentleman who draws people automatically.

Training in Librarianship

It is necessary for every librarian, whether he is working in a school, college or any public library that he should have a regular training at a recognised library school. Common people in India have the idea that any man who can read the name of a book and can keep a record of issues can be a librarian. But educated people here think that any man who has had a good university education can work as a librarian. It is no doubt true that a librarian must have a good university education. But it is *wrong* to say that every man who has had a good university education can run a library without any training in the profession. *Librarianship to-day is as technical as engineering.* A man may know half a dozen languages and possess a doctorate and yet he may be as incapable of managing a library as of driving a motor-car. Librarianship is now a science and a prospective librarian in a library school has to undergo proper training in the methods of classification, cataloguing, charging, book selection, organization and in several other courses.

In India the Universities of the Panjab and Madras are conducting courses in librarianship. The Panjab University holds classes from October to March in alternate years and several graduates in each session are trained in the work by the University Librarian.

Unfortunately in India we have no correspondence courses for those who cannot join these classes. In America the University of Columbia is conducting home study courses in cataloguing, classification, public library administration, library records, library handwriting, School library administration, reference books, book selection, business library administration, library service to children, children's literature and book and periodical indexing. Each course may be completed in twenty to thirty weeks. Applications for admission should be addressed to the Home Study Department, Columbia University, New York, N. Y.

Similarly in England the Library Association conducts correspondence classes in English literary history, elementary bibliography and book selection, classification, cataloguing, library organization and library routine. The Association also conducts advanced courses in historical bibliography, history of libraries, commercial and technical libraries, bibliography and history of scholarship and library development schemes. Each subject may be taken separately, and certificates are granted upon the results of the examination in each subject. The fee is 35 s. for each course for persons engaged in library work, £ 3. 3 s. for those not so engaged. For admission applications should be made to the Secretary, Library Association, 26 Bedford square, London, W. C. 1.

R. M.

EUROPE'S CULTURE "GONE WEST."

Paris, says Paul Morand, the writer, is all right for old people, lazy persons and artists, and culture is ever so much easier to acquire in New York. The exportations of "old masters" are making Europe a kind of Sahara, and the superior life, which includes pictures, plays, wines and pretty frocks, flourishes best in America. What first converted Morand to American culture was a

visit to the largest public library in Paris a year ago when he began to write his book "New York." He couldn't find any books on New York, or no more than a half dozen ancient tomes. So he hastened to New York, and visiting the big library on Fifth Avenue found, to his astonishment, some thousand books on Paris.

(Times Weekly.)

Abstracts from Foreign Library Journals

BORROWERS

By George E. Clarke

Senior Assistant, Kingston-upon-Thames Public Library.

It is the prerogative of youth to ask the reason why, and it is the purpose of this article to attempt to assess the value of our work from the point of the borrower. It is true, fortunately, that borrowers are not all they might be, but it is for them that our work is done and it is to them that we must look for criticism of its value.

There are, roughly, two classes of borrowers—those who know what they want and those who do not. Consider first the borrower who wants a particular book. If it is on the shelves, well and good. Such is the peculiarity of fate, however, that generally the Library either does not possess it, or if it does somebody else has borrowed it. If it is out, the borrower is usually content to wait until it comes back. I wonder whether Librarians have worked out scientifically the relation between the demand for a particular book and the number of copies to be provided. It is a thorny question. Assume that each borrower takes a week to read the book. In three months only twelve people have read it; if two copies are provided, then twenty-four people in three months; and if twenty copies, one thousand and forty people can read the book in the year, which is not a very large proportion of an average population of forty thousand. The Americans attempt to solve the problem by means of duplicate pay collections, which seems quite a good idea if only the law of our land were not so definitely against it.

Borrowers have a right to be allowed to know their own business best, and it is surely a higher ideal to have a Library composed of books that borrowers want to read than of those books which some superior body thinks they ought to read.

The second class of borrower is more interesting. Knowing their subject, but ignorant of the literature, they approach the Librarian in a humble state of mind. It is, therefore, considered essential that the Librarian should be able to assess the values of books even if he has not read them. This is done with the help of reviews and the like.

Youngsters are being turned out of schools in their thousands but from experience we know how ignorant they can be concerning the place of literature in life. If the Public Library does nothing for them probably no one will.

Librarianship is an art. As a profession it has, I suppose, many disadvantages compared with other professions. Whatever future there may be before the Public Libraries, it is clear that at the present moment few institutions have a more important work to do. We have, amongst other things, to cater for the spiritual life of the nation and all the greatest men have agreed that it is only the spiritual life that matters.

(Library World, July 1930.)

BOOK SELECTION

By James Ormerod, F. L. A.

Librarian, Derby.

To read the professional literature of the last twenty-five years one would suppose that the things that mattered most were questions of library organization, classification, and cataloguing. At that time most public libraries were unclassified, and the things that did duty for catalogues were—outside a few large institutions—very crude affairs indeed,

Classification and cataloguing are only

“window-dressing” methods of labelling and displaying the wares which a librarian has to offer. Book selection is the most important and exacting work that a librarian has to perform. Technically it may not be the most difficult (if one has been a student) but it certainly demands the maximum of knowledge, experience of the habits and requirements of readers, and good bibliographical judgment. This implies scholarship and,

some acquaintance with the best bibliographical tools. Now knowledge is acquired by reading and study, and in no other way. It used to be said that "the librarian who reads is lost". To this I reply that the librarian who doesn't read is damned from the beginning. He is not a librarian but a mere purveyor of printed matter, and might just as well be employed in weighing out tea, sugar, or tobacco. The librarian who is not acquainted with the outlines at least of history, religion, literature, science and art is badly equipped for his job.

It is true that a librarian cannot be a complete encyclopædia; but he can know something about everything, and a good deal about a few subjects. For the the rest, he will need to know where to put his hand on the right bibliographies.

The study of bibliography is therefore almost as important as a knowledge of the subjects themselves. It has been said that the man who knows where to find bibliographical guidance is almost as useful as one who knows everything himself. A good librarian, therefore, will collect and study as many bibliographies, reading lists, and guides to books as he can get, and will see that this department of his reference library is adequately represented.

To make these valuable aids known to readers, it is a good plan to keep a few of the chief guides in close proximity to the card catalogue.

"The selection of books," says the late John Cotton Dana, the distinguished librarian of Newark, N. J., "should be left to the librarian, under the general direction of the trustees". The proportion of books in the different classes of literature will vary greatly in different libraries; but an effort should be made to see that all classes are adequately represented. There is only one way to do this properly, and that is to work to a scheme of classification. Books should not be selected in a haphazard fashion, but should be bought to fill a gap of some kind. A librarian may think he knows what his library contains; but until he has classified it and made a shelf-list for reference he will never know where the gaps are in his collection.

In particular, books on the social art--architecture, town-planning, design and decoration, music and drama--should be freely bought. A nation that knows how to build and decorate its churches, theatres, markets, public halls and dwellings will be a great nation.

(*Library World*, January 1930.)

SHEARINGS

"Pa, what is a rare Volume?"

"It's a book that comes back after you have loaned it."

—Anon.

Lady: Have you a circulating library?

Clerk: No, but we have some nice revolving bookcases.

—*Fisk Herald*.

Heard in An Office.

"May I borrow this book just overnight?"

"Yes, if you'll be sure to return it tomorrow."

"Certainly; I'm no bookkeeper."

Science Made Easy.

Chemistry Professor: "Name three articles containing starch."

Student: Two cuffs and a collar."

—*The Epworth Herald*.

WANTED

Agents in all principal towns in India for the sale of 'The Modern Librarian' and to secure advertisements for it. For particulars apply to the Managing Editor, 'The Modern Librarian' care of the Hailey College Library, Lahore.

Great Novels of All Time

Prof. William H. F. Lamont of the English department of Rutgers University gives a list of sixty everlasting great novels. "Many newspaper editorials in all parts of the United States", says the Literary Digest, "while suggesting favourite changes, approve the list in general".

"New York Times, publishing the professor's list tells us that the twentieth century furnishes seventeen of them, and our young people, we imagine, will begin at the bottom and read up. Elders will doubtless approve their own tastes".

"New York Public Library asserts that with perhaps five exceptions the books chosen by Dr. Lamont are the most popular on the fiction shelves".

Here is the list

Fielding, "Tom Jones," 1749.
Goethe, "Wilhelm Meister's Apprenticeship," 1796.

Austen, "Pride and Prejudice," 1813.

Scott, "Guy Mannering," 1815.

Scott, "Heart of Midlothian," 1818.

Cooper, "Last of the Mohicans," 1826.

Manzoni, "The Betrothed," 1826.

Hugo, "Notre Dame," 1830.

Hugo, "Les Miserables," 1862.

Balzac, "Pere Goriot," 1834.

Balzac, "Cousine Bette," 1846.

Beyle, "Rouge et Noir," 1830.

Dumas, "Three Musketeers," 1844.

Bronte, "Jane Eyre," 1847.

Bronte, "Wuthering Heights," 1847.

Thackeray, "Vanity Fair," 1848.

Thackeray, "Henry Esmond," 1852.

Dickens, "David Copperfield," 1850.

Dickens, "Great Expectations," 1861.

Hawthorne, "Scarlet Letter," 1850.

Melville, "Moby Dick," 1851.

Freytag, "Debit and Credit," 1855.

Flaubert, "Madame Bovary," 1856.

Flaubert, "Salammbô," 1864.

Eliot, "Adam Bede," 1859.

Reade, "Cloister and the Hearth," 1861.

Turgentv, "Fathers and Sons," 1861.

Turgenev, "Virgin Soil," 1876.

Dostoyevsky, "Crime and Punishment," 1866.

Dostoyevsky, "Brothers Karamazov," 1880.

Tolstoy, "War and Peace," 1869.

Tolstoy, "Anna Karenina," 1876.

James, "The American," 1877.

Hardy, "Return of the Native," 1878.

Hardy, "Tess of the d'Urbervilles," 1891.

Meredith, "The Egoist," 1879.

Zola, "Nana," 1880.

France, "Crime of Sylvestre Bonnard," 1881.

Twain, "Huckleberry Finn," 1884.

Howells, "Rise of Silas Lapham," 1884.

Suderman, "Dame Care," 1888.

Verga, "House by the Medlar Tree," 1890.

Lagerlof, "Gosta Berling's Saga," 1894.

Mann, "Buddenbrooks," 1901.

Rolland, "Jean Christophe," Vol. I, 1904.

Conrad, "Nostromo," 1904.

Wharton, "House of Mirth," 1905.

Bennett, "Old Wives' Tale," 1908.

Dreiser, "Jennie Gerhardt," 1911.

Proust, "Swann's Way," 1918.

Lawrence, "Sons and Lovers," 1913.

Maugham, "Of Human Bondage," 1915.

Nexo, "Pelle the Conqueror," 1916.

Cabell, "Jurgen," 1919.

Wassermann, "World's Illusion," 1920.

Hamsun, "Growth of the Soil," 1920.

Undset, "The Bridal Wreath," 1920.

Galsworthy, "The Forsyte Saga," 1922.

Glasgow, "Barren Ground," 1925.

Zweig, "Case of Sergeant Grischa," 1928.

(*Literary Digest*, August 9, 1930).

This is an interesting list but one which at the same time would arouse considerable dissent especially as regards the more modern selections. Certainly Meredith and Conrad are inadequately represented while Cabell, Glasgow and a few others are very questionable choices. However lists of this type do have a certain value in stimulating interest and our readers might well try to prepare for themselves lists which they would deem more satisfactory [Ed.].

What to Read in Biography.

British.

Boswell, James. Life of Samuel Johnson. 2 Vols. (Oxford Univ. Press.)

"Through this book we come to an intimate acquaintance with the great Dictator of English letters, with the brilliant circle which he dominated, including such figures as Garrick, Goldsmith, and Burke, and with London of the later eighteenth century. Dr. Johnson's mind shone most clearly in his conversation, and this conversation, rich in wit and wisdom, his biographer has almost miraculously preserved for us. This is a book to be read in rather read through, and to be lived with".

De Quincey, Thomas. Confessions of an English opium eater. (World's Classics: Oxford Univ. Press).

"In a brilliant, individual style, De Quincey has told of his experiences with opium, which he began taking to relieve a chronic sickness. Both wildly beautiful and troubled opium dreams, and the struggles of a drug addict to rid himself of the habit, are poignantly described in prose which is perhaps as perfect as any that has been written".

Ruskin, John. *Præterita*. 3 Vols. (Allen & Unwin).

"A series of autobiographical sketches composed in Ruskin's old age, contains perhaps his most exquisite and charming writing. He himself says that he has written "frankly, garrulously, and at ease." In these delightful but rather pathetic confessions he has shown the springs of both his strength and weakness; he describes the stern discipline which gave a high moral tone to his life and his life's work, and his loneliness which did so much to make his message of social reform impracticable. Among the most interesting chapters are those which describe his early travels through England and Scotland and on the continent, and inimitable world pictures of scenery occur in chapters on Switzerland and the Alps".

American.

Franklin, Benjamin. Autobiography. (World's Classics: Oxford Univ. Press).

"A rather pleasant and justified vanity runs through the book, but he does not hesitate to recount his wrong-doings and mistakes as candidly as his famous achievements".

Thoreau, Henry David. *Walden*. (World's Classics: Oxford Univ. Press).

"Thoreau retired for meditation and philosophical existence to a cabin that he built for himself near Concord, where for two years he lived the primitive life of a hermit. The same curiosity is aroused and gratified by *Walden* that attends with eager interest the career of Robinson Crusoe". (Star Series: Garden City Publishing Co.)

White, Andrew Dickson. Seven Great Statesmen. "*In Seven Great Statesmen in the Warfare of Humanity with Unreason*", the author writes somewhat extended biographical sketches of seven great leaders of modern thought, who in serving their states also served the general cause of humanity. The statesmen are: the Italians Sarpi and Cavour; the Dutch Grotius; the Germans Thomasius, Stein, and Bismark; and the French Turgot".

French.

Vallery-Radot, Rene. Life of Pasteur. (Star Series: Garden Publishing Co.)

"This is a biography for young men of science, and for others who may wish to learn what science has done, and may do, for humanity".

Italian.

Saint Francis of Assisi. Little flowers of St. Francis. (World's Classics: Oxford Univ. Press.)

"There are numerous nearly contemporaneous lives of St. Francis of Assisi which have kept green the gracious memory of his love for all of God's creatures. Perhaps of these the *Little Flowers*, whose poetic title suggests the beauty of the life of its subject, is the most charming".

Greek.

Plutarch. Parallel lives of famous Greeks and Romans. (Everyman's Library: E. P. Dutton.)

"In his accounts of Greek and Roman worthies the drama of human life is seen at its peak. Plutarch was a philosopher, and he wrote his lives partly to furnish examples of moral heroism and weakness; but his didactic purpose, instead of interfering with his ability to tell a good story, rather heightened it".

[The next issue will contain 'what to Read in Indian Biography.']

Russian.

Merejkowski, Dmitri. Romance of Leonardo Da Vinci. Putnam.)

"He was one of the world's most remarkable geniuses, at once preeminent in painting, sculpture, architecture, natural science, mathematics, engineering, and aeronautics, and so far in advance of his time that his contemporaries regarded his marvellous productions as works of vertiginous antichrist".

(English & Pope. What to read. 1929. New York: Crofts.)

Books for Boys and Girls

Biggs, Winifred. World's best stories for children.

"The book is a feast of legend fantasy and romance, dreams and magic, fun and humour, tales that tell of dramatic incident, high adventure, beauty and pathos, in stirring, vivid language with a fine literary art." pp. 624. 7s. 6d. *Jack.*

Cobb, G. Belton. A price on their heads.

"Two English schoolboys on holiday in France become separated from their father on the journey from Paris to Brittany. Being without passports, they are imprisoned at a wayside station, from which they escape into the countryside. The story tells of their perils and escapes before they are finally captured." pp. 246. Illustrated. 2s. 6d. *A. & C. Black.*

Entwistle, Mary. Creatures great and small: stories of India.

"Stories of friendly beasts in India—the monkeys and their little girl friend; the camel and the sick child he took to hospital; the bear who helped the boy to find food, etc." pp. 64. 1s. 6d.

Edinburgh House Press.

Ker, David. Cross and sword; tale of Joan of Arc.

"A fascinating story of one of the most romantic and picturesque figures in European History." pp. 318. Illustrated. 3s. 6d. *Chambers.*

Le Feuvre, Amy. Under a cloud.

In a charming style it relates the trials of a man who shouldered the burden of

another's crime. pp. 256. Illustrated. 3s. 6d. *Ward, Lock.*

Richet, Charles. Story of civilization through the ages.

"A general survey of the evolution of human knowledge, scientific discovery, and invention, written especially for children." pp. 115. 3s. 6d.

Allen & Unwin.

Sand, George. Tales of a grandmother; translated into English by Margaret Bloom. "These five long stories, which a famous French author wrote for her grandchildren, will enchant every child." pp. 329. 10s. 6d. *Lippincott.*

Senior, Dorothy. Tales of King Arthur.

The tale of the Knights of the Round Table is the greatest epic of chivalry and adventure in the English language. 3s. 6d. *A. & C. Black.*

Tales of India.

Stories of life and adventure in India. Illustrated. pp. 64. 1s.

Church Missionary Society.

Watson, Virginia *Ginerva: a romance.*

"Ginerva was the daughter of a poor nobleman, who, in hope of rebuilding the fortunes of her family, disguised herself as a man and rode out into the lawless, adventurous world of the seventeenth century. The escapades in Europe, Turkey, and the New World of this girl D'Artagnan provide a story in which thrills and historical interest are cleverly blended." Illustrated. pp. 320. 7s. 6d.

Dent.

Book Reviews

Grattan, C. Hartley.—*Better Bierce Doubleday, Doran and Co., N. Y. 1929. 291 p.*

This biography is an attempt to assemble, from the welter of speculation, the facts concerning the life of Ambrose Bierce, and to present him as a polychrome of iconoclasm, wit, abuse, adventure, and Bohemian fastidiousness. The book is not well-written; neither is it penetrating. Yet it is packed with interest for the reason that any work which concerns itself with such a genuinely glamorous, mysterious and paradoxical anomaly as Bierce instantly commands the imaginative focus of the reader's eye. Little is known of Bierce. There are few people surviving to-day who remember him. The difficulty of getting at the man through his correspondence has been increased by the confiscation of practically all his letters by his daughter. Grattan appreciates his distinct contributions to American letters, particularly in the short story field; denies his poetry any enduring worth; and depicts the man as a raging, malicious, consummately clever, opinionated, adventuresome, eccentric, whose only peace of mind lay in the wildest excitements of war and in orgiastic personal indulgences. His unexplained and precipitate departure into the wilds of turbulent Mexico in 1914 and his unknown fate thereafter gives the final and convincing fillip to the rounding-off of his jagged, impulsive life.

M. M. W.

Krutch, Joseph Wood.—*Edgar Allan Poe, Alfred A. Knopf, N. Y. 1926 244 p. illust.*

This biography is a very superior effort to get at the fundamentals in the character of the most morbid and original of American poets and short story writers, an effort thoroughly convincing in that intelligent use of modern psychology has been brought to bear on the question in a devastatingly accurate and impartial manner. Poe is accordingly stripped bare of much of the fanciful and empty romancing with which most of his former biographers have needlessly occupied themselves. Poe is presented as a man unbalanced by profound and probably inherited erotic inhibitions, an incurable introvert to whom the externals of life contribute nothing whatever in his themes, themes of murder, torture, insanity, premature burial, and that vast parade of the more familiar

subjects of horror, premature burial, physical dissolution, somnambulism, hypnotism, and superstition. His actual life has been adequately sketched, with special attention paid to the unwholesome conditioning to which it was subjected in his earlier years. Krutch is an unrelenting truth-seeker and does much to destroy the previously misguided notion of Poe's uncanny omniscience. He is not condemned altogether, neither is he at any time apotheosized. He is merely laid on the table, as it were, and dissected part by part by an astute surgeon with instruments of unusual precision. It is the greatest contribution of this century and probably of any other to post-mortem examinations of the most compelling, the most repellent figure in American Literature.

M. M. W.

Bercovici, Konrad.—*The Story of the Gypsies, Cosmopolitan Book Corporation. N. Y. 1927, 294 p. illus. by Charlotte Lederer.*

While there are few, if any, writers better equipped in temperament or information to give us the story of the gypsies than Konrad Bercovici, whose gypsy tales are very widely known and read, this book is hardly an unqualified success. It contains a tremendous wealth of fascinating gypsy lore, but the writer has handled his matter rather badly. He is given to repetitions that are at times tiresome, and his style is marred by a tendency to gush and needless rhetoric. Despite these irritating defects in the composition of the volume it is worth perusal—a tribute to the thoroughness with which the author has gathered together interesting material. Particularly charming are the tales that he tells of the gypsy fiddlers, Tanasi, Bihari, Csermack and others, to whom he gives a very high place in the development of European music. Charming too are the episodes illustrative of time-honoured customs and the character of I Zingari. Miss Lederer's decorations, for one can hardly call them illustrations, are colourful and modern, and do much to make the volume attractive.

F. M. V.

Lamb, Harold.—*The Crusades: Iron Men And Saints. Doubleday, Doran and Co. N. Y. 1930, 368 p. illus.*

Few narratives thrilled me as much as Harold Lamb's *Genghis Khan and Tamerlane*. Accurate from the historic standpoint they

were at the same time so vivid and so dramatic that they re-lived those far-distant ages. His story of the earlier crusades—for this volume is to be followed by a second on the same topic.—lives up to the high standard of his other works. No higher praise could be given it. Reading more like a novel than a history,—and our historian friends will probably desire that it should be called a novel,—it paints for us with freshness and colour *Peter the Hermit, and Tancred, and Godfrey, and other iron men and saints, who went out to battle for the Holy Sepulchre.* This interest pervades even the notes that succeed the text proper, and we are indebted to Mr. Lamb too for a full and well-chosen bibliography. Apt illustrations round out a most delightful and instructive piece of real literature.

F. M. V.

Gardner, Helen.—*Art through the Ages* Harcourt, Brace and Co., N. Y. 506 p. copiously illus.

This book is intended "to introduce the reader to certain phases of art—architecture, painting, sculpture, and the minor arts—from the remote days of the glacial age in Europe, through the successive civilizations of the Near East, Europe, America, and the Orient to the twentieth century". This is a distinctly large programme, and needless to say in such a book there must be lacunae of greater or lesser importance. But on the whole Miss Gardner, who is in charge of instruction in the History of Art in the School of the Art Institute of Chicago, has given us an admirable and extremely readable volume. As a handbook of the world's art it will bear comparison with Reinach's *Apollo*, a recognised guide, for it is in many respects fuller than Reinach, and is very much easier reading because it tells the story more attractively. Replenished as it is with innumerable half-tone pictures and line-sketches, and containing an invaluable bibliography at the conclusion of each chapter, this is a publication which should find a place on the shelves of every well organized library, and which should contribute to a better knowledge of some of the better things in life.

F.M.V.

Dickinson, Eric.—*New Paths in English Poetry.* University of the Panjab, Lahore 1930.

The first publication of the University in the subject of English for degree students,

this little volume of selections for the Intermediate Examination by Mr Dickinson is a conscious attempt to revise the prevalent method of teaching the subject. Mr. Dickinson's expressed object is to arouse interest in reading for the sake of the delight of reading and to eschew that vivisection of English prose and poetry which tends to kill all real joy therein. A poet himself, he hates to see poetry mangled "by injudicious commentary"; and he believes that the Indian student can be taught to appreciate the music and charm of verse if he is approached in the right way and does not have his critical and æsthetic sense killed by an over-insistence on a clinical analysis of every petty word and phrase. In other words Mr. Dickinson feels too much is made of the fact that English is a so-called foreign language and that it must be taught as of old it was the practice to teach Greek or Latin. There is much to be said for his thesis and his selection is on the whole well calculated to engender interest and delight in English Poetry, even in the minds of Intermediate students, although naturally one fails to approve of all the choices. Unfortunately the author has not been treated well by his publishers. The gold ornament on the back of the cover is poor in finish and in bad taste, while I have already noted sins of the printer's devil on pages 5, 6, 11, 13, 15, and 23. The type, however, is good.

F. M. V.

Solomon, W. E. Gladstone.—*Mural Paintings of the Bombay School.* Times of India Press, Bombay, 1930 125 p. illus. with three full-page illustrations in colour and 27 in half-tone.

This is a beautiful volume, reflecting great credit on the publishers, the herald, we hope, of others of like nature to follow. Dealing, as it does, with the mural paintings of the students of the Bombay School of Art in New Delhi, it can hardly be said to have a popular interest, but the fact that Mr Gladstone Solomon in his expository remarks makes very clear to us some of the objects and characteristics of all Indian Art, past and present, should give it more than a passing or purely local value to those who love the culture and traditions of Hindustan. Thus, though it is not a volume for the rank and file of readers, it should be accorded a place

on the shelves of most libraries in this country.

F. M. V.

Moore, Thomas.—Lalla Rookh Lincoln. Macveagh, The Dial Press 179 p. illus by Ben Kutcher.

An extraordinarily beautiful edition of this work. The binding is superb, and the

illustrations though in black and white are ablaze with the suggestion of rich and exotic colour. There is something of the Ambrey Beardsley flavour about Kutcher's craftsmanship, but he is by no means a slavish imitator. The type of the volume is splendid and all in all it is a book to handle with loving care and real pride.

F. M. V.

PRINCETON UNIVERSITY, PRINCETON NEW JERSEY.

September 15, 1930.

My dear Mr. Siddhanta:

I have just returned from my summer vacation and find your letter of July 30th. I am greatly interested in your effort to improve and extend the Library Service in India. I am emphatically of the opinion that the Library is the heart of the University and without an adequate Library all education is of little avail. Nothing, in my mind, is of greater importance for India than the establishment of libraries in as many of the intellectual centres as possible.

With my warm regards and best wishes,

Faithfully yours,
JOHN GRIER HIBBEN,
President.

*CROYDON PUBLIC LIBRARIES

Annual Report

That there is not now so keen a demand for war books is one of the points mentioned in the annual report of the Croydon Public Libraries. The fashion is now rapidly expiring, it is stated.

Among the books most sought after during the year was Remarque's "All Quiet on the Western front." At times there were as many as 100 readers waiting for it, although several copies were added to the stock. In what might be called orthodox fiction, J. B. Priestley's "The Good Companions" was easily first in popularity, and other books

which won great favour were Maurice Baring's "Coat Without a Seam," Susan Ertz's "The Galaxy," and Charles Morgan's "A Portrait in a Mirror."

The Croydon Libraries were opened in 1890, and since then 22,996,711 volumes have been issued. Last year the issues totalled 1,584,840, being an increase of 68,193 over the preceeding year. The issue of books has increased by one million per year since the war. The stock in the libraries now consists of 228,521 books, prints, maps, etc.

(*Statesman.*)

*School, college and public libraries in India are requested to send us summaries of their annual reports prepared on the lines shown in the Croydon Libraries' Report. (*Ed.*)

All-India Library Conference

7th Session, Lahore, December 27, 1929.

RESOLUTIONS PASSED.

1. This Conference places on record its deep sense of loss and sorrow at the sad and untimely death of Lala Lajpat Rai, Sir Mutthias Chetiar and John Cotton Dana of New York.

2. This Conference urges upon the Government of India and the Provincial Governments the desirability of opening in all towns and villages in India reading-rooms and public libraries with night schools attached to these for the benefit of adults.

3. This Conference appeals to all the ruling princes, landholders, trustees of charitable and religious institutions and the generous public liberally to support the existing libraries and to help in the establishment of free public libraries and adult schools in their respective areas.

4. This Conference urges upon the management of public libraries the desirability of providing adequate facilities for the promotion of adult education.

5. In the interest of adult education this Conference urges upon colleges and universities in India the desirability of organising correspondence courses in various subjects.

6. The Conference urges upon local bodies and the Government the necessity of instituting short-term courses in the methods of adult education for teachers and workers.

7. With a view to make libraries useful and attractive this Conference resolves that (a) the libraries be organised on the 'open access' system and (b) that adequate and trained staffs be employed in the same.

8. This Conference requests library authorities to provide all available literature on library science and on the library movement published in the United States of America and other advanced countries with

a view to increase the efficiency of library administration.

9. This Conference is emphatically of opinion that to every public library a juvenile section should be attached and that every effort be made by librarians to create amongst boys and girls a taste for the use of libraries.

10. This Conference recommends that, in order to increase the usefulness of public libraries, they be kept open for at least twelve hours a day.

11. With a view to meet the increasing demand for books in Indian languages this Conference is strongly of opinion that all libraries should have a liberal supply of such books.

12. This Conference is emphatically of opinion that libraries, educational institutions and universities should undertake the collection and preservation of records in ancient classical languages, and that catalogues of such records be prepared to meet the growing need of scholars.

13. That this Conference appeals to citizens throughout the country to inaugurate library associations in those provinces and districts where they do not already exist.

14. This Conference recommends to provincial library associations the starting of summer schools and correspondence courses in library science.

15. This Conference appeals to all libraries and persons interested in the library movement to subscribe to the Indian Library Journal and to send their library contributions to the same.

16. This Conference urges upon the Central Government and Provincial Governments to supply free of charge to all public libraries copies of all Government publications.

QUERIES

1. Will the *Radio* and the *Talkie* effect news-journals unfavourably? Why read when you can hear? ('Perplexed', Lahore).
2. Is there any publisher in India who has printed world classics as cheap reprints? I understand there is one in U. S. A. What is its address? ('Professor', Calcutta).
3. Has any one published the folk-songs of India? ('Music-Lover', Lucknow).
4. (a) Is there any *Children's Journal* in India printed in English? What is its address?
(b) Will someone kindly supply me with a list of good magazines for children, printed in Hindi, Urdu or Bengali? ('Anxious Mother', Lahore).

- [Readers are requested to answer these queries.]

MODERN LIBRARIAN

A Monthly Journal of All-India Library Service

DECEMBER, 1930

Editorial

The Editors of this modest journal have been more than delighted with the reception which the first issue received. It is true that so far we have not been flooded with countless subscriptions, but we have been accorded with enough support from those who ought to know to justify us in being assured of the rightness of our venture. And so despite meagre funds we are going ahead strong in the faith that somehow or other we shall win through the year and establish ourselves. We need the support, however, of every interested reader. Cannot our well-wishers recommend us strongly to their friends, and so contribute towards keeping this struggling fledgeling among magazines alive? We feel sure that we can rely on you.

To ensure our continued existence we make an especial appeal to students and to the general reading public. We are con-

ned it is true in the main with library problems and the library movement, but these problems are problems which as readers should very vitally concern you. In addition we are striving to offer you such advice as we can in your reading by preparing suitable lists of reading and submitting up-to-date book-reviews. Should you have any other needs that we can meet, let us know, for we are here to serve.

Our first issue was financed largely by local publishers and booksellers. We are more than grateful for their assistance so willingly rendered, and we trust that they will be joined by booksellers in other parts of India, for we are slowly building up an All-India constituency.

Thus relying on your approval we send out our second issue. May it be as well received as our first.

Necessity of Rural Library Movement in India

By Raghunath S. Parkhi

Bai Jerbai Wadia Library, Ferguson College, Poona.

It is a truism to say that India is a land composed mostly of small villages. More than two-thirds of her population lives in the country. Educational movements have taken root in cities and towns. But villages are still, more or less, uncared for. The movement for primary education which is growing apace in towns and cities is still a movement in its infancy in the country side. A great number of villages possesses no school of any sort. To start the library movement in the rural area is very difficult at present. Unless and until every village possesses a school,

it cannot think of a library. The school may be in any form. It may be regular school under the control of the Local Board or the State; or it may be privately managed by a body or an individual. The aim of the school is to increase the number of the reading public and the aim of the library is to increase their taste for reading by means of good literature. It helps them to improve their culture, character and knowledge.

Villagers are mostly employed in manual labour and they really require some sort of recreation. Man is endowed with two

aspects—one physical and the other mental. When man is physically tired, he requires mental recreation to refresh himself and *vice versa*. So the village people, when they are free from manual labour, naturally require some kind of diversion. At such a time, they are accustomed to meet in groups discuss their village politics. Nothing substantial comes out of these discussions on account of their ignorance. But instead, the discussions being unwarranted by thoughtfulness and generosity of mind ultimately turn into quarrels which lead to factions. These bad results can be stopped only by cultural education. But as long as they are not awakened to the necessity of their cultural development, it is not possible for them to realise the importance of a library movement.

In these progressive times, the farmer cannot remain unaffected by the everyday changing environment. He sees motor tractors ploughing his field instead of the clumsy old plough. The fields are watered not by the old methods of pulleys but by water-pumps. Means and methods of getting new crops on a very scanty supply of rain are being taught to him, which makes him less dependent on the mercies of the rains. The means of transportation have made his produce an international commodity and help him to get better prices for it. All these things have opened a new vista before him. The rural child is opening his eyes to the first rays of civilization. Indeed the impressions they have made on him are deep and lasting. It is difficult to gauge the effects and reasons of these things on the future life of the rural population. But one thing is certain that its vision will be widened and it will try to come to a level with the constant developments going on outside the country. To make the farmer fit for the present day world is only possible, if he gets access to reading and writing. He can no longer remain satisfied with his own village politics. He has to learn what is going on in the outside world from newspapers. To make improvements in the rural vocation he will have to read new books written on them. If he does not know anything of them, some canvasser or some bookseller will approach him and induce him to buy them.

Our forefathers did not necessarily require to take to reading as the transactions of the time were limited. Now the farmer

cannot help learning to write and read. Posts, telegraphs, railways and other means of communication have been doing the work of carrying men and messages to any distance; and these means have increased the necessities of the modern farmer. Whether he wishes or not, the schoolmaster will require him to send his children to school. Whether he wishes or not, his children will read to him their school-books. This is a short description of the present condition in the rural area having a school in it. The idea of literacy and its necessity is being felt by the present farmer. The movement of organising village-schools is going on. The rural library movement will help much, to strengthen this movement and to make it bear fruit in the near future.

Unless the idle gossip in the villages and the bad habits of the villagers are stopped, any new attempt for their culture will not be fruitful. So the village schoolmaster, who is the proper channel to mend these things, has to find out such a plan as will help him to turn the barbarous condition of the village into a civilized one. To do this he will try vigorously to cultivate the mind of the farmer by means of his simple and recreative talk and social behaviour. To lessen the troubles of the schoolmaster and to add credit to his efforts, without stopping the cultural movement, his work will be done well by newspapers and good books. And hence the necessity of forming a small library for the villagers. If 'Grama-Panchayats' will seriously take this problem in their hands, form small libraries, and organize them with the help of the village schoolmaster, our villages are sure to improve and adapt themselves to the ever-changing world. The books in village libraries should be elementary and deal with various subjects written in simple vernacular languages. The supply of such literature will pour out as soon as the library movement is started. The material is there, action is required. The authors are ready to write such books. Some good writers have already written them; but they are not properly patronized and thus being discouraged new literature is lagging behind. So if enthusiastic workers undertake this most essential and important task and create a demand for such books, there is no doubt that good writers will soon bring out their knowledge in as simple and

attractive a form as is required. The States, Local Boards, and Municipalities will do much by way of financial help. There should be a general rule that every Grama-Panchayat should hold a library of its own.

To start with, the scheme of circulating books, periodicals and newspapers through central libraries in cities and towns should be adopted with advantage. This scheme will enable people to supply books and newspapers to many villages with less expense and labour. Any kind of vehicle with boxes containing selected books and periodicals and one distributor in it are the essential things required. Central libraries should receive grants from the State, Local Boards and Municipalities, and distribute books and periodicals freely at intervals.

To have an exact idea about the circulating libraries or branch libraries in villages and the general library movement we have not to go far. We have an ideal before us in India herself. Almost all of us know how the library movement in Baroda State is well organized and well spread on a sound footing under the able guidance of a specialized and distinguished curator Mr. Newton Mohan Dutt. Some readers might have had the pleasure of reading the article of Mr. Dutt in the August '1930' number of the *Modern Review* about the present condition of the Baroda libraries. The uncommon generosity and zeal of His Highness Sayajirao Gaekwad in this matter is simply wonderful. The library machinery is going on there on modern and up-to-date lines. In Baroda State there are about 300 libraries and the number is rapidly increasing. The State is always ready to patronize and encourage

the establishment of new libraries in the State. Shall we have the pleasure of seeing the same generosity and zeal in other Indian States. The library movement cannot be well popularized unless it has the full support and sympathy of the wealthy magnates in the country. Will there come out a Carnegie in India to establish new libraries and restore permanence to them. Very recently the well-known magnates of Bombay, the Wadia brothers, Mr. C. N. Wadia, C.I.E. and Sir Ness Wadia, K.B.E., C.I.E., have furnished the old, well-reputed and well-established Fergusson College with a very beautiful and magnificent two storied building and first class furniture for its library containing about 45,000 books and 500 manuscripts. There is spacious first class accommodation for about 300 readers, in the grand Reading Hall which is well-ventilated and has ample natural light. The cost of the building and furniture is about Rs. 1,61,000 the whole of which is received from revered donors. Such generosity in India are very urgently needed at this moment of transition period. No charity is as much justified as is by establishing new avenues of learning, the so-called peoples' universities. Unless we concentrate our attention on this most important and urgent problem we cannot speak of real improvement and culture. If we want rapid progress in our general culture, the libraries are the only institutions that can fulfil our aspirations. Let us hope to read more and more about the opening of new libraries every now and then throughout India. Let generous donors like Andrew Carnegie come out to give due response to this urgent need of India.

The Library and its Readers

By Dr. F. Mowbray Velte, M.A., Ph.D., (Princeton)

Forman Christian College Library, Lahore.

A library is not a mausoleum, although parts of even the most modest library tend to give that impression. I recall vividly for example the treasure-room in the library of Princeton University in which the First Folio Edition of Shakespeare—a magnificent copy—lies regally on red velvet cushions in a locked glass-case in state not far dissimilar to that of some famed Moghal sarcophagus.

Around it on well-guarded shelves stand ranks of silent yet invaluable volumes, first editions and special editions of priceless worth. Like all mausoleums of repute this burial-chamber deserves many a careful and loving visit and serves a useful function in its appeal to all lovers of literary antiquities, but from the reading view point it stimulates interest only to leave it dis-

satisfied for the books therein are too priceless ever to be issued and borne away from their prison of honour.

Now while I believe that every library should have such museum rooms, I repeat that a library is not a mausoleum—not an abode of the dead but an abode of the living, not a home for the unused, but an inn wherein books rest on their journeys from hand to hand and mind to mind.

There are sections of even such a small library as that with which I am connected that have a museum flavour. Collections of records, volumes on mathematics (especially those that are deemed out of date), tomes in Sanskrit and Arabic and Greek and Latin, and, I regret to say, books on matters of religion evince a distressing stay-at-home disposition. They lie half-entombed on dusty shelves—if the library staff fail in their dusting duties—and constitute a graveyard wherein, a particularly curious visitor occasionally reads the legends on the gravestones, and, heaving a sigh on the vanities of authorship, passes on to some more cheery environment.

A library far from being a mausoleum, as some librarians would have us believe, is a literary workshop, as essential to the intelligent man as the laboratory to the true scientist. Would that the so-called intelligent man spent as much time in its precincts as the scientist spends over his test-tubes and his balances!!

The purpose of the library is to stimulate, to minister to, and to educate a public of readers. It exists not for the Librarian but for those who make his job both necessary and possible. This is a truism, but it needs to be reiterated ad nauseam because it is so often ignored. At all times must the reader, his desires, his tastes and proper mental development be borne in mind. And that a librarian is expected to bear this in mind, is perhaps the greatest tribute both to his qualifications and his vocation.

The first problem before the librarian and the library then is how to stimulate the love of reading and the desire to spend time in the library in the mind of the prospective reader—or in simple words how to get the reader. This then is the problem which I desire first of all to attack, and to attack not as expert, but as one who

like the rest is feeling his way uncertainly down a dark and difficult road.

My first point of attack is one by now quite familiar to L. Sant Ram with whom it is my privilege to be associated. I insist and I think I am right in so doing that the first way to get readers into the library is through the reading-room. Provide a comfortable and attractive lounging-room for your victims, and the flies will walk into the spider's parlour. There should be library chairs that one can sit in pleasantly and yet at the same time chairs that do not induce slumber by over-luxuriousness—a danger that we seldom run in our libraries in Lahore. There should be attractive pictures and posters on the library walls for nothing is more deadening to the spirit than blank colour-washed walls. There should be popular periodicals and papers on the tables within easy access and a sufficient number of current books of a popular type freely displayed. There should be a soothing atmosphere of quiet and of cheerful service everywhere and a general air of welcome about the place.

I am inclined to think we are too prone to educate before we have stimulated. We select for our libraries useful and enlightening books but we forget that we must first cultivate a taste for reading. Our work should be from the easier stages up to the more aspiring and worth-while. First get your readers and then try to improve their reading. Let them start with flimsy novels or magazines or even with newspapers and lead them on therefrom to finer things. It is easy enough to belittle popular tastes and to point the finger of scorn at lighter mental fodder, but if that is what will bring your public to you by all means supply a certain amount of it for them. Once you have got them to come to your library, you can if you are at all diplomatic wean them from flippancies to better things.

It is always well to place new books and attractive books where your clientele can see them at once. Besides them you can place lists of suggestion and clues that will draw them to the deeper and more valuable books in the stacks. I am a firm believer in signs in the reading-room. Tell your public what periodicals have just arrived. Urge them to read books that you feel will stir their fancy. Keep them awake

by apt slogans, for slogans do have a popular appeal and force.

So much for the reading-room, what of the stacks? In the first place the stacks must be arranged in such a way as to provide the maximum of convenience. Do your readers' work for them by giving them the fullest directions in your power. Sections of your stack should be clearly labelled and arranged after some definite order. Nothing is more annoying than to wander about seeking what you desire, but failing to find it at once.

Open-shelves are much to be preferred to closed cases. It is true that open-shelves give a greater opportunity to the book-thief but closed cases tend to shut out the reader, and the risk of loss is more than compensated by the benefit of greater accessibility. Nor in a proper library with a properly-located control desk is the risk of loss so great after all. If the control desk commands all the entrances and exits to your stack it takes very little effort on the part of the librarian and his staff to check all attempts at pilfering. It is only when the stacks have many entrances and exits that loss is likely to accrue.

Then too, and this is most important, especially when a library has no seminar rooms, the stacks should be well equipped with tables and chairs for individual study and browsing. The stacks should be quiet places for study and should not be allowed to degenerate into convenient gathering-places for conversationalists or loungers. They are designed to provide for readers and for reading—for the companionship of man and book and not of man and man.

A third method of stimulating interest is of course through the library magazine. So far we have had no such magazine in this province although occasionally our college magazines have printed for us lists of accessions and certain stray comments on books. It is to be hoped that *The Modern Librarian* will in part meet this need and that each library will further develop its own individual publicity.

So much then for methods of stimulating the love of reading, and drawing readers into one net. What then of our second purpose—to serve.

Many of the methods of service have already been put before you—service notably in the reading-room and in the stack—but we are brought at this point inevitably to a trying

need in most our libraries, namely the need of a reference librarian whose sole function is to minister to and to guide the wants of readers. At present one man tries to combine all the functions of the library in his own person. He issues books, he arranges purchases, he does the cataloguing, he maintains quiet, he collects fines, and, if he has time when he has finished these routine tasks, he attends to the readers. Needless to say the task is too much for him. He cannot do so many things all at once with success, for that would require jugglery more skilled than that exhibited to us in any circus-tent.

Now the reference librarian, assuming that rare creature existed in our midst, would always be at hand to tell readers where to look in books for that in which they were interested. He would have time to read all new accessions and read too the minds of those frequenting the library. He would be able to suit book to mind and turning to our last purpose to educate the reader while serving him.

I have already indicated pretty clearly how we should go about such education and I shall not plague you with vain and laboured repetitions on this phase of our responsibility to our public, but shall turn from the librarian and the library to the other side of the picture, namely to the readers. What are the reader's responsibilities, and how are they to be driven home to him? After all the pact between library and reader is two-sided and the reader no less than the library must contribute to the success or failure of the organization.

The first thing that a reader can do for a library is to respect and observe library rules. It seems absurd perhaps to make this statement, but in fact it is by no means absurd. There are very few library readers, who do observe library rules. Take for example the rules regarding the length of time a reader may retain a book on loan. How many readers consistently bring books back on the day on which they are due? It is true that the librarian levies a fine for dilatoriness but after all the levying of a fine does not make up for the disappointment of the second reader, who is waiting anxiously for the book and who is suffering because of the selfishness or laziness of his fellow. As one of the privileged class myself—I can hold a book out from our library

almost indefinitely as a member of the staff—I am inclined to think that privileged classes amongst readers are a mistake. A fair field and no favours seems to me to be a more salutary principle. I actually know of staff members of my own college, who have retained books far so long a period that they are now undiscoverable and since taking over charge I have tried with the helps of L. Sant Ram to be very particular about the annual stock-taking and to see that every volume actually gets back to our shelves, at least for a short period of time.

There are other library rules that are flagrantly honoured in the breach often as a result of carelessness rather than deliberate intent. There is the rule which forbids one to take out a book in one's own name in order by lend it to others. We have suffered much in our library from this pernicious practice. In short we must make our readers realize their responsibilities and there is only one way to do so. It is unpleasant to enforce penalties at the expense of our friends but unpleasant or not library discipline must be rigid and without the taint of discrimination. The librarian cannot play favourites. He must treat all alike for it is the good of the large body of readers rather than of the individual that the library must

place first and foremost. Stern administration of justice is generally the greatest kindness to the greatest number in the long run.

Again readers can assist libraries in placing some importance on the way in which they use books and periodicals. The artist in dog-eared books or the scholar who scribbles side-line remarks is a pestilence. Whenever apprehended his punishment should be summary and adequate. The man who mutilates books, and abstracts pictures therefrom should have his library card torn up and his membership cancelled. I speak with feeling for last year a selfish scoundrel almost ruined a Britannica by cutting out boldly therefrom an article that would help him write an essay. In such a case obviously all conscience is dead in the offender, and it is the helpful reader's duty to note and report at once such acts of carelessness and vandalism.

Finally and last of all readers can help with suggestions. They know best what will satisfy them in the shape of reading matter and can indicate the lines along which they have found the library weak. The librarian will appreciate such suggestions and will follow them. Following them up he will serve his public more adequately and ready and ungrudging service is after all his chief end in life.

Our Libraries

Kumar Muhindra Deb Rai Mahasai, M.L.C. of the Bansboria Raj,

Vice-President, All-India Library Association.

No educational movement can expand or thrive unless it is either financially backed by the State or by philanthropic individuals like Mr Carnegie or Passmore Edwards. The only other way was the levying of a library rate under a Public Library Act on the lines of the English Law.

All Public Library Legislation is, however, permissive but it is only permissive so long as its principles are not adopted by a local authority and it becomes obligatory as soon as a rate is levied. Something should be done for our struggling libraries which were "making the best of things" with their slender income.

I have purposely used the word "struggling" as the majority of our libraries were more or less handicapped for want of funds to make their two ends meet. "Cut your coat according to your cloth" is a good maxim but during my enquiry about the condition of libraries in Bengal, I found not a few small libraries which had hardly cloth enough to cut even a waistcoat. It is a hard fact which it is idle to deny. But in some of these, I found sincere workers and earnest readers, which were lacking even in some of our city libraries. I would ask those interested in the library movement to find out ways and means how best to increase

the usefulness of our village libraries. I should like to offer some suggestions for making the small libraries more effective under our present circumstances. These should be run on some definite policy. Most of these libraries lack funds for the purchase of useful, valuable and up-to-date books. These should be linked up, not on a commercial basis but on the principle of mutual good-will and co-operation with the best library in the district. For a fixed sum to be agreed upon between them, there would not be much difficulty to arrange regular loan of books. It would undoubtedly be the saving grace for the smaller library. By this means it would be possible to supply the need of the readers at minimum cost. The formation of a Library Association in each district is essential for the furtherance of the movement. The Association would be the best medium for the linking up of libraries. It should be the nucleus for the future central library in each district.

I should like to make some further suggestions which, if adopted, would add to the usefulness as also to the attractiveness of libraries at trifling cost.

1. The history of the district and books and pamphlets relating to the village and immediate neighbourhood should be collected.

2. If some notable person is connected with the village, all literature relating to that person should be collected.

3. The display of tourist literature costs nothing. Excellent publications can be had for the mere asking from railways, shipping companies and tourist agencies. Free copies of admirable and informative books are also obtainable from foreign countries. This display would attract people to the library for information of this kind.

4. Pamphlets, reports, trade catalogues, newspaper cuttings and such other ephemeral materials prove useful when collected and filed.

5. The compilation of a card catalogue of local up-to-date information some times proves very useful.

6. Collection of illustrations culled from discarded books and periodicals when mounted, filed and classified form an useful collection.

7. Maps, charts and plans hung up on the

walls are always very useful to the readers.

8. Study circles were also very helpful in adding to the usefulness of a library.

9. The appearance of a library can be improved at an absolutely trifling cost. Directions, notices and guides can be prepared by members having artistic taste with ingenuity and charming handwork which will help to attract even the dullest readers. Flowers and plants also make a library more cheery.

10. Notices of new additions in books either purchased or borrowed should find a prominent place in the library. These will attract readers, encourage their reading habit, provide literary food suitable to their intellectual digestion and gradually lead them to that which is best in the great world of books.

I should like to make some further observations on the administration of small libraries. (1) The rules and regulations of small libraries should be simple and administered with commonsense. Rules are made for a library and not the library for rules. Red tape is useful to tie up papers and not readers. (2) Persons in charge of libraries should be friendly with all. (3) The care of books is very important. Dirty and dilapidated books are dreary and depressing. "A stitch in time saves nine". A paste pot and brush if used timely go a long way in remedying these defects. Books should be mended and dusted in time and kept tidy on the shelves. (4) The selection of books may be left to veteran librarians who have their hands on the pulse of the popular taste.

The library world to-day is something very different from what it was in the past. The library is now an integral part of the life of the educated community, as it enables them to be in constant touch with the thought-currents of the world. It is now regarded as the great central power station, the great intellectual public utility and a national work of the highest importance. It provides a fair chance to each and every individual to cultivate those talents and abilities which are latent within him, to develop leaders of thought and action and to keep pace with changing conditions.

If we can make the best use of our opportunities, we cannot but attain the things which we hope and desire.

Late Sir Moti Sagar and the Library Movement

By Ratanchand Manchanda,

Secretary, Library Association, Lahore.

The news about the sudden and untimely death of Sir Moti Sagar came like a bolt from the blue. The late Dr Sir Moti Sagar, LL.D., was Vice-Chancellor of the Delhi University, a Fellow of the Library Association, Lahore and a trustee of the Dyal Singh Public Library. His contribution to the cause of the library movement in this part of India will be written in letters of gold when the early history of the library movement in India comes to be written.

His death takes us a year back when the burden of holding the seventh session of the All-India Library Conference fell upon a small organization of local librarians in Lahore. To save the honour of the Punjab, this organization, which was then hardly a month old, with no funds at its disposal and a few helpers in the cause, launched its boat on the stormy sea, leaving itself to the mercy of fierce blasts of winds which were then blowing in the library world of Lahore. To the help of the meek and humble adventurers came the Lord Himself. In a province where a library movement was strange as fiction, this small group of enthusiastic librarians who had been shown the torch of light some years back by Asa Don Dickinson, an American librarian engaged by the University of the Panjab for reorganizing its library on the modern scientific methods, sought the help of their friends and colleagues in the educational line at that critical juncture.

The call was very well responded to. There came in Dr F. Mowbray Velte, Professors S. N. Das Gupta, A. K. Siddhanta, M. S. Bhatti who took up the work in right earnest and since then have been the standard bearers of the cause of the library movement along with a small group of enthusiastic librarians. And there were hundreds of lawyers and teachers in colleges and schools who joined the Reception Committee of the Conference.

It was at that time Sir Moti Sagar was approached to accept the Chairmanship of the Reception Committee of the All-India Library Conference. In spite of great opposition from some quarters this lover of education agreed to shoulder the responsibility of the Conference. A large sum was raised

and a most successful session was held which won admiration and praises of educationalists all over India many of whom were present in Lahore.

It was at that Conference that the seed of the provincial library association was sown. The seed was so strong that in a few months the Library Association brought out *The Modern Librarian*, which may be called its first great achievement. If the journal receives the loving co-operation of library workers it will continue benefitting both the library workers and library readers all over India. The journal has the fortune of having at its head Dr F. Mowbray Velte, who is a silent but an indefatigable worker and enthusiastic missionary in the cause of true education and who is well-known throughout this province as a leading literary man.

The Library Association, Lahore, therefore is under a deep debt to the late Sir Moti Sagar, whose death has snatched away from it a patron who did a yeoman's service to the cause of the library movement and whose help and co-operation in the future would have been a valuable asset and a guarantee of success for the Association.

His inaugural address at the Conference was an expression of that sympathy and love for education that he cherished in his heart.

A few extracts from his memorable address are quoted below :—

"On behalf of the citizens of Lahore and the Province of the Punjab as also on behalf of the Reception Committee of the All-India Library Conference I beg to offer to you a most hearty welcome to this ancient and historic city. You have met here to-day to consider the very important subject of public libraries, and in this connection I am reminded that the Punjab is intimately associated with the foundation and beginning of ancient Sanskrit literature, the nucleus of the earliest library in this country".

"Of all forms of wealth a well-equipped library is the most valuable possession of any nation. Every other emblem of wealth passes, empires, kingdoms, great possessions, hoarded treasure, magnificent surroundings disappear like the dreams of a night. Of all

past civilizations and their proud achievements the highest and the best heritage left is thought enclosed in the caskets of books. Wisdom and wit, creations of fancy and imagination, things of beauty, profound thoughts on the great problems that have faced man from the beginning of creation, elaborate doctrines and tenets of faith, explorations into the secrets of nature, the steady progress and achievements of science, all these and more, are to be found in a few shelves stocked with books. That nation is poor indeed, however great its material wealth, which does not possess well-stocked libraries. That nation alone is great which has great intellectual possessions. The greatest name in ancient Greece is Homer, the blind minstrel, and not Alexander of Macedon, who carried his triumphant arms through Asia to North Western India across the Indus. The Greek Empire is a dream of the past while Homer still rouses millions of readers to enthusiasm".

"In every civilized country with any claim to culture it is the obvious duty of the state to maintain public libraries accessible to the public. We here in this conference are not concerned with that aspect of the matter, but rather with the national obligation in respect of the establishment and maintenance of public libraries. We come together from different parts of the country with the object of stimulating public interest in public libraries and to urge our countrymen to make full use of the libraries that are available in the country. There were excellent libraries in India in fairly ancient times when printing was unknown. Numerous and valuable manuscripts were preserved and cherished. Considering the very low percentage of literacy in India it would be too much to expect that every village should have its own library, but we have in the State of Baroda under its present enlightened ruler a complete and admirable system of free public libraries including travelling libraries. The example of Baroda may be followed with advantage throughout the country, and individual munificence may be well employed in founding and endowing libraries. It is no doubt true that it would be impossible for anyone in India to emulate the example of Andrew Carnegie, who is said to have provided the world with more than 2500 libraries, because India has not a fraction of the wealth of

America; but it is also undoubtedly true that unfortunately libraries do not appeal to wealthy people in India".

"While we must hope for the best results from the opening of new libraries, we cannot ignore the new conditions of life all over the world. Reading and study are conducive to thought; but for this we need some leisure. The world now insists on the value of time, but overlooks the preciousness of leisure, leisure occupied in serious study, meditation and thought. Hustle and hurry meet us everywhere. Young men are in a hurry; old men are in a hurry. All round us is breathless competition, constant jostling for elbow room, the pitilessness of the struggle for existence. Let us hope that with the passing years it will be realized in an increasing measure that a library offers us a sanctuary, as it were, from the pursuit of the demon of greed and the crush of competition. A good book is at all times a solace, a friend, a wise monitor".

"With changing times books and the making of books have also changed, and the selection of books for a large library has become a perplexing problem. There is no difficulty as regards the classics and the works of the old masters. They have come down to us through a severe test of elimination, the survival of the fittest. But a library has to be up-to-date and modern, and even living authors have to be included with the old. In older times no great author ever made a living by his books. In fact, books could not be sold till the introduction of the printing press, and a great book was really priceless. The writing of books has now become a profession like any other, though the prizes are still very few. The brain is now worked like a machine. The scratch of the goose-quill is being replaced by the quick-click of the type-writer. The whirr of the printing machine has ousted the amanuensis and the calligraphist. The amazing output of books of books almost takes away our breath. The market is glutted with pot-boilers and best sellers and the craze for thrill has nearly driven out the wholesome appetite for serious book".

"In conclusion, I may only be permitted to say that the object for which we have met will commend itself to all right-thinking persons and to all well-wishers of the country. Our aim is to work in unison and co-

ordinate our efforts to provide facilities for the improvement and elevation of the minds of our countrymen, and to devise means for

the establishment of libraries within easy reach of all, and thus help in the dissemination and spread of useful knowledge".

The Library as a University

Sir Arthur Quiller-Couch, in an essay on "The New Reading Public" in his recently published third series of *Studies in Literature*, refers briefly, and perhaps rather thoughtlessly, to public libraries. After laying down the axiom, with which no one will entirely disagree, that "libraries are armories, not gymnasia: and no provision of them will ever exempt us from the civic duty of training minds to use them", he proceeds to say that "A Public Library is a very good thing: but we must not be misled by easy publicists who call it a poor man's university. It no more resembles a university than a railway book-stall resembles a real library. A university is a place (a) where a number of trained scholars and men of science pursue by research and experiment the higher branches of learning for learning's own sake, (b) where a number of young men congregate to be trained in the methods of this learning, (c) where these young men.....exchange ideas.....insensibly acquiring that knowledge of the world which in practice can hardly be separated from charity itself. The office of the public library is humble". This may be the academic view, but it does not carry us far. Sir Arthur does not suggest how the advantages of the university are to be given to all; if he could, I would admit that the public library might be regarded as a humble store house. Since he cannot, I would point out that the

vast majority of our public library readers—at least such of them, no small minority, as are serious readers—are pursuing knowledge not only for "learning's sake", but for living's sake, and, as for point (c) that "knowledge of the world" can perhaps be better acquired in the world wherein they are working and learning than in a university. This being so, it would be more logical, having regard for point (b), to suggest that the library should seek to train and guide its public, instead of asserting, as here, that "the good librarian" should "stand by" and guide "the applicant who seeks the better or the best". Surely he should heed not only the applicant who seeks the better but also he who doesn't. If in this way the public library could stimulate interest and supplement the training provided by the "Lower" forms of education and by everyday experience, it would deserve the title of "the poor man's university". And until Sir Arthur, or another, can suggest a better alternative it is right that the public library should usurp not only that title but its full functions. Elementary education has been proved and found wanting; university education is poo-pooed by every thinking graduate. My opinion is that education of any sort depends on the capacity of the individual: that self-development is the main factor. —*The Library Review, Scotland.*

Some Important Foreign Periodicals for the small Library

The periodical, no less the formal book, is the moulder of opinion. It is often the only thing many will read. If the best periodicals the readers can be induced to read are provided there is no need to regret on the librarian's part. It is the quality of the matter read which counts, not the form in which it is presented.

Magazines are quite as logical as books for circulation purposes. They cost less than books and can, therefore, be purchased in larger numbers. If selected intelligently they meet the demand for "something new" quite as well as new books do.

The Library which ignores periodicals ignores the most direct appeal to most of its possible readers.

LIST OF PERIODICALS.

1. **American Magazine.** (Monthly) New York. \$2.50.
(Specializes on "success stories", usually of self-made men and women of a wide range of activity and achievement. Widely read by youth of both sexes.)
2. **American Physical Education Review.** (Monthly) Springfield. \$5.00.
(Use limited chiefly to Physical Directors and others specially interested in the theory of physical education.)
3. **Asia.** (Monthly) New York. \$4.00.
(Deals with the life, industry, literature, art, religion and trade of the peoples of Asia, especially in their present and possible relations to the United States. Well illustrated.)
4. **Atlantic Monthly.** (Monthly) Boston. \$4'00.
(One of the oldest and most favourably known American magazines both on account of its consistently high literary standards and the more than average merit of its political, social and other general articles. Always a favourite with readers of education and culture, its increasing circulation in libraries is a good omen.)
5. **Bookman.** (Monthly) London. £1/4.
(As its name implies, includes with its general articles, much on the broader aspects of publishing and book ownership. Many signed reviews and adroit notes on recent books. Cleverly written, critical without cynicism and popular with all classes interested in books.)
6. **Forum.** (Monthly) New York. \$4'00.
(A high class review of art, literature and social matters. Widely used because of its inclusion of questions of general interest to thinking readers.)
7. **Harper's Magazine.** (Monthly) New York. \$4'00
(Literature, art, politics, history and social conditions generally and fiction is included in relatively large quantity.)
8. **Hygeia.** (Monthly) Chicago. \$3.00.
(A magazine devoted to personal and public health. Articles for parents, teachers and others interested in the prevention and cure of disease. Scientifically accurate articles written in popular style and well illustrated. The best of its kind for popular library use.)
9. **Illustrated London News.** (Weekly) London. £3-11-4.
(Well illustrated, with concise comments on art, literature, politics and current events, drama, science, etc. Especially useful for matters of international interest.)
10. **International Studio.** (Monthly) New \$6.00.
(Devoted to art in general. The most emphasis is placed on painting, sculpture and other graphic arts, but no art or craft with any claim to artistic merit is disregarded. Beautifully illustrated in black and white and colour.)
- *11. **Journal of Geography.** (Monthly) Chicago. \$2'50.
(Illustrated articles on methods of teaching geography and statistical and descriptive articles on specific industries, customs, topography, etc., of different countries and localities.)
12. **Literary Digest.** (Weekly) New York. \$4'00.
(One of the most widely read and circulated events magazines. Composed of digests of and extracts from articles in American and foreign magazines, newspapers and books. The wide range and the inclusion of current poetry not easily available elsewhere give it considerable reference value.)
13. **Living Age.** (Monthly) \$5.00.
(Chiefly reprints, complete or slightly abridged of British, Continental and occasionally Asiatic periodicals. Makes accessible much excellent material which the small library and even many large libraries would not otherwise see.)
14. **Merry-go-Round.** (Monthly) Oxford. (Eng.) \$3.30.
(A magazine for children. Illustrated stories, articles, aplys, poems, etc.)

*THE GEOGRAPHICAL JOURNAL published monthly by the Royal Geographical Society, London is as good as this and may be substituted for it, if desired. Annual subscription : £1. 7s. (Ed.)

15. **National Geographic Magazine.** (Monthly) Washington, D.C. \$3.50.
(Admirably illustrated articles on the topography, people, products and plants and animal life of the world, with special emphasis on the lesser-known regions. Scientifically accurate but popular in style and much used in all kinds of libraries throughout the country.)
16. **Nineteenth Century and After.** (Monthly) London. £1-19-0.
(A general magazine covering all important current, social and literary movements.)
17. **Popular Mechanics.** (Monthly) Chicago. \$2.50.
(Descriptions and notes of all kinds of mechanical processes and devices, shop notes and recent inventions. Profusely illustrated.)
18. **Punch.** (Weekly) London. £1-16-6.
(The best known humorous periodical in the English language. Famous for its poetry, its illustrations and its discussions of political, social and literary affairs.)
19. **St. Nicholas.** (Monthly) New York. \$4.00
(Popular magazine for School and College Students. Well illustrated stories and serials, articles on biography, history, travel, outdoor life and other interests. Special pages for special departments for nature and science, current events, puzzles, correspondents, radio and stamp collecting.)
20. **Scientific American.** (Monthly) New York. \$4.00.
(Each issue includes several articles on matters dealing with recent scientific theory and practical applications of science to present day life. Regular special departments (varying in scope and title from time to time) on "Camera shots of scientific happenings; In the world of chemistry; Radio notes; Patents recently issued", etc. Popular with men interested in science and engineering and an interesting news organ for the scientist.)
21. **Scribner's Magazine.** (Monthly) New York. \$4.00.
(Includes considerable material of reference value on art, travel and literary criticism. Many of its serials appear later in book form.)
22. **Times Literary Supplement.** (Weekly) London. 17/4.
(Articles by specialists on current books, writers and literary movements. Of great value to any library which buys many English and foreign books.)

From Walter F. K. Periodicals for the small library, 1928. (Chicago. American Library Association.)

(The next issue will contain some important Indian periodicals for the small library.)

What to Read in Indian Biography

Banerjea, Sir Surrendranath. Nation in making; being the reminiscences of fifty years of public life. 1925. (Oxford Un. Press).

This is the autobiography of a well-known journalist who was Editor of *The Bengalee* for several years and a politician who took a very important part in the Anti-Partition Movement of Bengal in Lord Curzon's days. Sir Surrendarnath had been in close association with the national movement in Bengal for many years before the beginning of the Non-co-operation Movement. In the later part of his life he dissociated himself from

the extremist wing. In the year 1924 he was appointed a Minister of Local Self Government to the Government of Bengal. In his biography Sir Surrendranath beautifully relates his work and experiences in public life; his work as a minister of the Government. This book throws light on some of the most interesting chapters in current political history of India.

Geddes, Patrick. Life and work of Sir Jagdish Chandra Bose. 1926. (Longmans, Green).

Sir Jagdish Chandra Bose is a pioneer in science. His life is an encouragement and

impulse to the young men and women of India who are engaged in high intellectual adventures. In spite of the fact that in India we have no scientific literature in the vernaculars and our young men and women have to work in the realm of science through the medium of a foreign language this account of pioneerings in discovery will be a great inspiration to our young aspirants. This book should be read by every student of science.

Ray, P. C. Life and times of C. R. Das; the story of Bengal's self expression, being a personal memoir of the late Deshbandhu Chittaranjan and a complete outline of the history of Bengal for the first quarter of the first quarter of the twentieth century. 1927. (Oxford University Press).

This is a record of life and work of one of the greatest son of India in modern times who loved his country passionately. His historical defence in Aurobindo Ghose's case; his speeches in the Bengal Legislative Council and the foundation of the Swaraj party are all beautifully recorded.

Gandhi, M. K. Story of my experiments with truth, 1929. 2 Volumes (Ahmedabad : Navajivan Press.)

This is the autobiography of the greatest man in the world to-day. Gandhi in his biography relates his experiences most truthfully and therefore most beautifully. Truth is stranger than fiction and so is the story of Gandhi. From the very beginning of his life, Gandhi has not been doing things because others do like that—the way the common people in the world live, but he has been experimenting in his political, moral and spiritual life, always seeking after truth. This is a book which every man and woman of every nation, whether he does or does not believe in his method of fighting for the political emancipation of India, ought to read.

Mody, H. P. Sir Pherozesha Mehta; a political biography, 1921. 2 Vols. (Bombay: Times Press.)

It is the life and work of an eminent Indian orator known as the 'Lion of Bombay' who did his best in making Bombay a self-governing city. This book throws light on the political history of India from 1870 to 1813 and the students of modern political history will find it very valuable and interest-

ing. This is a book which every citizen of Bombay ought to read in order to know what valuable contribution Sir Pherozesha made to the political uplift of Bombay.

Belgarmi, Aftkar Alam. Life of Nazir Ahmed Khan. 1912. (Delhi : Shamishi Press).

This book is written in Urdu. It is a biography of a great master of the Urdu language and literature. He was a great social reformer and contributed a good deal towards the encouragement of female education in India. He was a great orator and a humorous speaker in the Urdu language.

Puran Singh. Story of Rama; the poet monk of the Punjab, 1924. (Madras : Ganesh).

This book is a life story of one of the modern rishis of India—one who lost himself in the Lord. He was a student and later on a professor in the Forman Christian College, Lahore. As a student he studied against stupendous odds—sometimes living on one anna a day! "Though hungry he would deny himself an extra loaf of bread and buy instead more oil for his midnight lamp." His life is an inspiration to students of humble means. This Punjabee was very much honoured in America and Japan. Thousands listened to him everywhere with a respect worthy of a living sage of ancient India. He is one of those few Indians who have worked and served to raise the ideals of their race in the estimate of the world of to-day.

Hali, Altaf Hussain. Life of Sir Sayed Ahmed Khan, 1922. (Aligarh : Muslim University Institute).

This is written in the Urdu language. It is the life story of a well-known educationalist and social reformer written by one who is also perhaps as much known in the field of Urdu literature as Sir Sayed. During the life time of Sir Sayed some of his conservative coreligionists did not appreciate his work but he fearlessly went on doing his duty in the uplift of his community.

Tagore Devendranath. Autobiography, 1909. (Calcutta : Lahari).

The autobiography of Maharishi Devindranath Tagore, the father of the well-known Rabindranath Tagore is a book which every man and woman of philosophic turn of mind ought to read. Although educated and cultured in

western ideas, Devindranath Tagore was imbued with the ideas and culture of an ancient Hindu rishi. He was a man who lived in the world and fought bravely with the evil social customs prevailing in Indian Society. His honesty, and self-control are an ideal for every one to follow. He was a master of Indian philosophy and his autobiography is used as a text book in some American Universities.

Thompson. Rabindranath Tagore—poet and dramatist. 1926. (Oxford University Press.)

This book contains a short sketch of the life of the world-renowned poet of India with a lengthy survey of the poetry and drama from the bulky and beautiful literature that he has produced. In this book Thompson has tried to show that Tagore's works are not altogether mystical and religious, as they are generally taken to be, but they are the revelation of a vigorous and varied and very independent and generous spirit.

Harris, F. R. Jamsetji Nusserwanji Tata; a chronicle of his life. 1925. (Oxford Univ. Press.)

"With a mighty past which carries her civilization back to the dawn of history, India has, from various causes, been outstripped in the industrial race by the nations which were quicker to seize and apply potentialities of mechanical invention." How

Tata applied these potentialities of mechanical invention—his iron and steel works at Jamshedpur, the hydro-electric schemes in Bombay, his Mechanical Institute, which aims at giving to Indians post-graduate education in science second to none in the world, stand as memorials to the work of the greatest man in the industrial world of India. The book is a record of the life of the greatest business patriot of India who planned to raise India to one of the greatest industrial countries of the world.

Andrews, C. F. Zaka Ullah of Delhi. 1929. (Haffer.)

People in general in India are not acquainted with the name of Zaka Ullah. The fact that a saintly man like C. F. Andrews has written his biography brings home to one's mind that Zaka Ullah must be a hidden treasure. And so he was. He was a learned man. He regarded knowledge to be the proper form of riches. Up to the end of his life thirst for knowledge remained unquenchable. He died in extreme old age saying "Let me have more knowledge". Zaka Ullah did not merely store up knowledge which profitted no one. Whatever knowledge he possessed he longed to impart to others through his writings. He wrote such a large number of books that it is really wonderful to imagine how he found time and energy to bring out so many important publications

R. M.

Best Story-Books

FOR

LIBRARIES OF HIGH SCHOOLS AND INTERMEDIATE COLLEGES

Aesop, Fables. (Macmillan.)

Aesop is a legendary figure, supposedly a crippled Greek slave of the sixth century B. C. These little stories of animals that act and talk like men, each with its obvious moral, rank high in simple literature.

Anderson, Hans Christian. Fairy tales; tr. by W. A. & J. K. Craigie (Oxford Univ. Press.)

Many of these tales are sketches of Danish life, others are genuine tales of wonder constructed from the familiar things of everyday life. Anderson's manner of relating his little tales is both

simple and poetic, with frequent touches of kindly humour, gentle sentimentalizing, and even gentler moralizing.

Arabian Nights Entertainments; tr. by E. W. Lane. (Oxford Univ. Press.)

This famous library of fiction, known also as the *Thousand and One Nights*, is set in a frame-story which relates how the wife of a cruel Eastern king postpones her threatened execution by telling her lord a series of tales so cunningly interwoven that each night she leaves off at a point where her hearer's interest is at the highest point.

Aucassin and Nicolette; tr. by Eugene Mason. (Dutton.)

It is a love story. Aucassin was the son of a Count and Nicolette a slave girl. Aucassin wanted to marry Nicolette but his father imprisoned her from where she escaped. Aucassin followed her and after many vicissitudes joined his sweet lady.

Bulfinch, Thomas. The Age of Fable. (Dutton.)

It is a standard collection of tales from Greek and Latin mythology. Bulfinch's versions of these ancient stories are uniformly fresh and clear, and possess a distinct classic flavour which embellishes the narratives and makes them equally valuable for reference or recreation.

Cable, George Washington. Old Creole Days. (Scribners.)

It is a description of an old American town, Creole New Orleans. The charm of the old town—its narrow streets, its mouldering stuccoed walls, and its heavy iron-grilled balconies—is perfectly reproduced.

Conrad, Joseph. Youth. (Doran.)

"Youth" is a short story devoted to the tribulations of one Marlow in completing a long voyage to the Orient. He tells the story of the wreck of his ship in slow, methodical, but in vigorous manner. He recounts his experiences as a mariner on a great African river, which extends into the mysterious darkness of the interior. His struggle to evade his cruel fate is very convincing and gripping.

Deland, Margaretta Wade. Old Chester Tales. (Harpers.)

Deland's Old Chester is a little Pennsylvania village that has stubbornly held itself aloof from the march of progress. The eight tales which make up the volume are characterized by the unobtrusive charm of old-fashioned manners. These tales are studies in human sympathy, based on the lives of simple home-keeping folk in a quiet backwater.

Dickens, Charles. A Christmas Carol. (Nelson's Classics: Nelson.)

Scrooge, a crabbed, solitary old miser, is visited on Christmas Eve by three spirits, who teach him to hate his selfish loneliness and to love his fellowmen. The story of Bob Cratchit and Tiny Tim, and the description of hearty old-fashioned Christmas cheer make the book, for all its moralizing, the merriest holiday reading.

Garland, Hamlin. Main-travelled Roads.

(Harpers.)

Life along the main-travelled roads of the Middle West in America is hard and monotonous, and not seldom it is grim with tragedy. With stern realism he has described the wearisome round of toil, the hundred chances of failure, and the starved lives of those who live on the land. These are not pretty stories, but they tell truths which in justice should not be kept hidden.

Grim, Jacob & Wilhelm. Household tales. (Nelson's Classics: Nelson.)

The Brothers Grimm collected these tales from the humble peasant-folk of Germany. These tales soon traveled beyond the borders of Germany, and they now belong to the whole world.

Harris, Joel Chandler. Uncle Remus, his songs and his sayings. (Appleton.)

Uncle Remus, the lovable negro servant of the Old South of America, is a storyteller of consummate skill, and his rambling narratives of animal characters will charm even sophisticated readers.

Harte, Francis Bret. The Luck of Roaring Camp, and other sketches. (Macmillan.)

It is the story of California during the gold rush of 1849. It is a picture of its vividly contrasted poverty and riches, its squalor and lavish living, its immortality and hard work, its populace drawn from every conceivable social stratum. His tales of these thrilling times blend pathos, humour, and excitement.

From English and Pope. What to read. 1929. (New York: Crofts.)

(To be continued)

Book Reviews

Brij Narain.—*Indian Economic Life, past and present* 1929. (Lahore : Uttar Chand Kapur) 578 p.

Adequate and informed treatment of present day Indian Economic problems, and of some phases of Indian Economic History is not an easy job. So far as Indian Economic conditions in the past are concerned, no comprehensive book on the subject exists. Two studies by Moreland, "India at the Death of Akbar" and "From Akbar to Aurangzeb," are commonly considered the best available. Moreland had studied some original sources and he is accepted by most as an impartial writer. The first five chapters of Prof. Brij Narain's *Indian Economic Life*, past and present, deal with the past. They give a well authenticated account of economic life in India in the 17th century. They are based on the study of Dutch documents in the original. It is a stupendous task, considering the amount of work involved in sifting materials, written in a foreign language three centuries old. But nothing less would have served the purpose, giving a balanced view of economic life in India in the past, and a death blow to Moreland's reputation for impartiality.

The section dealing with present day Indian economic problems is marked by the same qualities, an extensive study of original sources—mostly government reports in this case—and masterly handling of this bewildering mass of facts in selecting those that touch the heart of each problem. The views and conclusions are generally not such as will be acceptable to official experts, who, protected behind the screen of their expertness founded on nothing better than high wages and administrative power, disregard non-official views on economic problems because according to them they are the result of ignorance and prejudice. Prof. Brij Narain has done a national service. He quotes the chapter and verse of official reports.

The books though not put in such a form covers the whole ground of ordinary text-books on "Indian Economics". It is a little stiff, and in spite of its unwieldy size, too concise. It cannot be recommended for beginners, but should be read by every senior student of Indian economics.

D. A. K.

Caldwell, C.W. & Slosson, E. E. "Science Remaking the World". 287 p.p (New York : Garden City publishing Co.)

E. E. Slosson some six or eight years ago published a book entitled "Creative Chemistry", a book about science written in the popular manner. The book was a best-seller and is often referred to as the forerunner or charter member of a long series of the same type that have since been offered to the public with a view to reducing scientific research, discovery, and projects to terms that would be easily understood by an unscientific populace. As a result it is a fair presumption that one can mention in conversation to-day such things as kinetic energy, the second law of thermo-dynamics, the recapitulation of Ontogeny in Phylogony, genes, and chromosomes, eccentric wheels, decompression chambers, torques, "absolute ceilings" fluoroscopes, and the like with considerably more confidence than he could have ten years ago. To-day people are "science conscious". They like to know what makes it go round. Slosson and Caldwell have in this book made another contribution to this increasingly popular library. They have assembled an interesting array of understandable treatises upon such problems as the effect of gasoline and of coal-tar products upon civilization; treatises on the atom and the electron; discussions of influenza and tuberculosis, and the extension of human life. experimental gardening, evolution, war against insects, relation of clouds and forests, modern potato problems, food supplies and calory determination., in short a hodge-podge of current subjects, none of which have much bearing on the next, but all of which are treated, not in the manner of the textbook, but as if the author were confidentially permitting you to see with him the hitherto unknown fascinations of his personal arcana.

M.M.W.

Gross, Anthony, *Lincoln's Own Stories* (Star Series ; New York : Garden City Publishing Co.)

This is a highly interesting and instructive volume which gives quite a large number of the best stories told by and about Lincoln, and every lover of the most astonishing and eventful career of

of one of the greatest Presidents of the United States of America, who was also one of the greatest democrats of modern times, will love it to read to himself and also others. It is one of those fascinating little volumes which one has simply to begin and the end will be reached automatically. The book follows the important phases of Abraham Lincoln's life going a vivid picture of each. Most of the book is in the words of Abraham himself, and the world-famous Gettysburg address in which occurs the historic definition of democracy ('Government of the people, by the people, for the people') has been quoted in full along with the occasion, and the circumstances which led to it. One would like to quote one or two anecdotes connected with the life of this genius of common sense and incarnation of democracy. Senator Charles Sumner called at the White House early one morning. He found the President polishing his boots. Somewhat amazed, Senator Sumner said, "Why, Mr President, do you black your own boots?" With a vigorous rub of the brush, the President replied, "Whose boots did you think I blacked?" The last scene of Lincoln's life has also been alluded to most effectively. Lincoln did not want to go to the theatre on that fatal night not from any presentiment of evil. He tried to get out of going, but Mrs Lincoln would not permit it. She insisted on his going. "All right," he said, in his meek submissive way, when he found resistance was useless, "All right, Mary, I'll go; but if I don't go down to history as the martyr President I miss my guess."

M. S. B.

Larsen, Hanna, (ed.)—Denmark's Best Stories; an introduction to Danish fiction. 377 pp. (New York: W. W. Norton.)

The average reader is probably acquainted with Danish literature to a very limited extent. Beyond the tales of Hans Christian Anderson he has not read. Miss Larsen has compiled a volume of short stories selected from some fourteen authors in an attempt to bring to popular attention what she considers the best short works of the most significant authors who have been writing in Danish during the past century. In a large way Denmark owes its literary attainments to George Brandes, the most important and influential critic in the literary history of

this country, and it was he who gave impetus to the intellectual renaissance of his country. Brandes was a realist as are most Scandinavians and if those men and women who represent the school do not at all times reflect Brandes' notions in the matter, they nevertheless bring to their stories and novels a picture of life that is not only complete and accurate in detail, but honest. One has to be peculiarly constituted to appreciate work of this kind. By that is meant that owing to its, for the most part, lack of humor witty dialogue and other devices of relief, attention is held throughout in the bass clef of life's drabness, embarrassments, frustrations, and sordid situations. This palls if taken in too large doses. It is perhaps too strong, too vivid, with none of the mitigating semitones that in other literatures tend to reduce the harshness and shrillness of realistic composition of the "stark naked" variety. This criticism does not apply in every case. Many times the intercession of the writer's personality lends a sudden, if short-lived, warmth of feeling and expression. The stories are all pointed, full of conflict, occasionally tumultuous, and refreshingly untinted by colors in use elsewhere.

M. M. W.

Morrow, Honore Willsie.—*Forever free*. (New York: William Morrow). 1927. 405.

First of a trilogy of novels based on the life of Abraham Lincoln *Forever Free* deals with the brief space of time between Lincoln's inauguration and the Emancipation Proclamation of 1863. From this point the story is carried on to the final tragic chapter in the Lincoln story in two other novels, *With Malice toward None* and *The Last Full Measure*, of which the latter has just been published this year. If these two novels in any way come up to the standard of *Forever Free* Mrs Morrow has done a remarkably fine job, for *Forever Free* is an exceptionally well-told and engrossing tale. Of especial interest aside from the characterization of the President is the picture of McClellan and of his ambitions, and the narrative of Lincoln's patient handling of that most refractory and conceited of men. The novel is given the added charm of a spy story by the introduction therein of the fascinating Annabel Ford, who works for the South and for slavery in Lincoln's own household, but who fails to deceive Lincoln himself very long. The picture of Mary Lincoln is a sympathetic

and attractive one and Mrs Morrow goes to considerable pains to prove to us that despite all that may have been hinted to the contrary the Lincolns were very genuinely in love and very admirably supplemented each other. Abraham Lincoln needed Mary no less than she needed him, and according to Mrs Morrow could never have won through without her loving care. The novel as a whole is based on standard authorities, is accurate in its facts, and has this great advantage over a formal biography that it tells the story in a more stimulating and readable way. To those who want a good tale for a warm fire and an easy-chair we strongly recommend this book.

F. M. V.

Salten, Felix.—*Bambi* trans. by Whittaker Chambers, illus. by Kurt Wiese. foreword by John Galsworthy (New York: Simon and Schuster). 1929. 293 p.

Among the many tales in which animals are represented as speaking and expressing their thoughts and reactions to life there are few of any real literary value or importance. This story of a stag's life and adventures must certainly be numbered amongst those few for the author in addition to being a true a lover of nature is, as John Galsworthy asserts, a poet. What could be more beautiful and more poetical than the dialogue between

the two withering leaves in chapter eight, or than Bambi's first delighted sight of the butterflies.

"They looked, too, like flowers that come to rest at sundown but have no fixed places and have to hunt for them, dropping down and vanishing as if they had really settled somewhere, yet always flying up again, a little way at first, then higher and higher, always searching farther and farther because all the good places have already been taken."

Through all the gentleness and peace of the forest stalks, man a figure of dread with his third arm that spreads thunder and destruction amongst the harmless and innocent creatures of the woods. We see the deer fall and the pheasants butchered; and sport is revealed as the grim massacre it so often tends to become.

Beautiful is the portrait of the old stag who is Bambi's guide and mentor; beautiful is his final message and farewell.

"Bambi was inspired, and said trembling. There is another who is over us all, over us and over Him."

"Now I can go, said the old stag."

Herein lies any message that the poet desires to give us in this prose poem.

F. M. V.

Library Notes and News

First All-Asia Educational Conference.

BENARES, DECEMBER 26—30, 1930.

THE LIBRARY SERVICE SECTION.

MEETING ON DECEMBER 27TH, 1930

FROM 11 A. M. TO 1 P. M.

Abstract of the Programme.

"The Library—the Heart of the School," by J. E. Morgan, Editor, The Journal of National Education Association.

"The Evolution of the Chinese Book," by T. K. Koo.

"The Spread of the Library Movement in India and the Present Day Teachers' part in it," by V. Srinivasan, B.A., L.T.

"Libraries in India," by L. N. Gubil Sundercasan, Journalist, Trichy.

"A Library without Cost," by C. Ranganathaiyengar, M.A., L.T., London Mission High School.

"Library Service and Elementary School Teachers," by S. Jagannathan, Kindergarten Assistant, Teachers' College, Saidapet.

"Children's Service in Public Libraries," by Mary Gould Davis, Chairwoman, Section for library work with Children, American Library Association.

"The Physiology and Anatomy of the Heart of

the School, by S. R. Ranganathan, M.A., L.T., F.L.A., Librarian, Madras University.

The Development of Modern Libraries in China, by T. C. Tai, B.A., B.L.S., Ph.D., Director of Higher Education, Kiangsu Educational District, Dean of the National Central University, Nanking.

"Country Libraries as California sees them," by Milton J. Ferguson, Librarian, California State Library.

"The Baroda Library System," by Newton Mohun Dutt, F.L.A., Curator, States Libraries, Baroda.

"Some Facts about Libraries in the Philippines particularly the National Library," by Eulogio B. Rodriguez, Assistant Director, National Library of the Philippines.

Library Training in China, by Thomas, C. S. Hu, M.A., Librarian, National Wuhan University, Wichang.

Representatives of Library Associations, University Libraries and important Public Libraries in India will give accounts of the work done by their institutions.

NOTE.—All communications relating to the Library Service Section should be addressed to S. R. Ranganathan, Esq., University Library, Triplicane, Madras

THE D. A. V. COLLEGE LIBRARY, LAHORE.

The D. A. V. College Library is located nowadays above the College Hall but it will be shifted to its new building which is supposed to be complete for use in January 1931. The estimate of the new building amounts to Rs. 30,000. The Principal of the College is trying his utmost to collect the desired amount and donors do not lag behind who look to the needs of the College. It is hoped that the new building will be in a position to meet the needs of the students as well as members of the staff and also provide rooms for quiet study and scholarly work.

The total number of books in the Library now stands at 13196. Of them 831 books

were added to the Library in the year 1929-30 at a cost of Rs. 4,000 as compared with Rs. 1,557-5-6 spent during the preceding year. 13 dailies and weeklies and 27 journals on varied subjects are subscribed to and the average number of students who come daily to the Reading-Room is 200.

The college takes special interest in the physique of the students and the Library is is particularly equipped with books on Health presented by Mahatma Hans Raj—Parma Nand, Librarian.

LIBRARY ASSOCIATION, LAHORE.

A Meeting of the Library Association, Lahore was held in the Y. M. C. A. Hall on Thursday, November 27th, 1930, at 6-30 p.m. The following resolution was passed :—

"This Meeting of the Library Association, Lahore places on record its deep sense of sorrow at the sad and untimely death of Sir Moti Sagar, a Fellow of the Library Association, Lahore, who made a valuable contribution to the cause of the library movement during the All-India Library Conference held at Lahore in December, 1929.

READERS' QUERIES AND REPLIES

The Editor does not hold himself responsible for the views expressed by those who reply to the queries.

Correspondents must not quote from any published work without acknowledging the source.

Answer to query of "Anxious Mother" published in the issue of November 1930.

A good Childrens' Magazine in Hindi, published monthly is **Bal Sakha** published by The Indian Press, Allahabad.

A Weekly Children Magazine in Urdu—**Phul Akbhar** is published by Messrs Mumtaz Ali and Sons, Railway Road, Lahore.

An English Magazine for Indian Children, **The Treasure Chest**, published monthly, is obtainable from the Editor, **Treasure Chest**, Bangalore.

M. M. B.

The Library Association, Lahore

Evidence from all sides proves that the time has come for something to be done. The satisfactory organization of the Association should have precedence of everything else, for individuals are backward in urging their plans when there is no authority to which they can be submitted for consideration. Even when brought forward, they amount to little, whatever may be their real excellence, because of the need of official approval. An equally important service will be rendered by this Association in pointing out worthless propositions before time and labour are wasted in trying what has been repeatedly found without value. We have had the Conference, and it was more of a success than its most sanguine friends had hoped. If there were those who doubted the necessity of a library organization, their doubts vanished after those three days of earnest and profitable labour, and as a result there was established the Library Association.

The interest had to be developed—of the profession and of the public. The establishment of the Journal, the Conference, the permanent organization—all these things have taken time and deserved it, are done and well done. The necessary preliminaries are finished, and we are ready for actual work.

The result of this interest is naturally a large number of new ideas and suggestions from those experienced, and from those little versed, in the technicalities of library work. It is not a small part of the work of the Association to control this interest and to guide it into profitable channels. For a time much attention must be given to details, and only a librarian can appreciate the importance of library details. Most of these, once fairly settled, will require little, if any, more attention, and, when fairly out of the way, the Association will have opportunity to attempt that work which to the public will seem more important and profitable. But we cannot build the house until we have made the bricks, for they are not ready to our hands. The problem before us is briefly this; to make the libraries better—their expenses less in re-organization.

A competent committee on supplies could do some exceedingly valuable work for the Association by carefully comparing the great variety in use, selecting the best models for all purposes, reporting them as standards, and then securing, as could easily be done, their manufacture in large quantities, so that they could be distributed among all libraries desiring them at a much lower price than they could otherwise be obtained. The catalogue cards, accession books, call slips, special blank books, posters, (many apply equally to all libraries), ledgers, slip boxes, devices for holding books upright, library trundels, indicators, etc., while costing comparatively little, amount to a very large sum when once many libraries or a number of years are considered, for many of the supplies named from their nature require constant replenishing.

Hardly any library supplies can be had from the ordinary market, but are usually made to special order. In addition to the direct saving in money, such a series of standard supplies would assist a librarian very materially in adopting the best methods, besides tending largely to secure uniformity in other matters.

The other part of the work laid out for the Association is not less important, and is of more general concern. It is to increase the efficiency of libraries in the education of the people. The value of libraries attached to colleges, to historical and scientific societies, and to other learned bodies, has been long acknowledged, and their methods are tolerably well settled, although there are possibilities of progress even in them which are known only to a few. But it is not so with the libraries for the unlearned. Their value is not universally granted; their methods are yet unsettled; many things are still untried the libraries themselves are not yet in existence in all the places where they are needed; there is a crowd of doubtful questions which ought to be thoroughly discussed and viewed from every side, the use and abuse of fiction for instance, and the possibility and best means of elevating the character of reading; and moreover, there is a great opportunity for giving

important aid in the choice of books. To these questions the Association will address itself; and their consideration cannot fail to be of interest to all who have any care for popular education, for the progress of their fellowmen, and for the safety of their country.

It is only too evident, however, that public libraries are not yet all they should be; and to develop and improve them is the task to which the Association now addresses itself. The Association intends to prepare (by means of a committee) and to publish from time to time the best reading on various subjects, with short explanatory and critical notes. There are plenty of persons who wish to improve themselves if they only knew how; and the Association believes that

it is the duty, and that it is within the power of the libraries as a whole to to show them how. Single libraries working by themselves find that impossible which all working together can easily accomplish. One thing is certain, the Association needs the hearty and efficient co-operation of every friend of education throughout the country. with this co-operation it will achieve wonders.

We ask you then to join, and also to induce all those within your reach teachers, editors, publishers, literary men, and every one interested in educational and political progress—who sympathise with these endeavours to maintain our country's pre-eminence in popular education, to join the Library Association.

S. R. B.

SHEARINGS

A girl at a public library inquired if "The Red Boat" was in.

"I don't think we have the book" she was told.

"Oh, excuse me", said the girl. "I made a mistake. The title is "The Scarlet Launch".

After a search the library assistant reported that no book with that title was listed in the card catalogue.

"But I am sure you have the book", the girl insisted. Suddenly she opened her handbag and produced a slip of paper on which something was written. Then she blushed. "Oh, I beg your pardon", she said, "it's 'The Ruby Yacht', by a man named Omar, I want".

—*Bindery Talk.*

Reader (to desk attendant): "Do you have the book, 'Benjamin and His Tribe'?"

Desk attendant uses her brain and gives happy reader "Joseph and His Brethren".

"Father, what is an egotist?"

"An egotist, my sons, is a man who tells you those things about himself which you intended to tell him about yourself".

—*Tit Bits.*

AT THE STATION ENTRANCE.

"Just a minute, Jim. Where are you going?"

"Sorry, old man, but I haven't time to stop. I'm catching the 9-30".

"You'll have to hurry. I've just missed it".

—*Boston Evening Transcript.*

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THE MODERN LIBRARIAN

A Monthly Journal of All-India Library Service
JANUARY AND FEBRUARY 1931

Editorial

Hardly three months have elapsed since we launched upon this gallant adventure of starting the Modern Librarian with a view to push the cause of the Library Movement in this Province. We felt there was imperative need for an organ like this, and the response that the enlightened class of readers and subscribers has made has made us very hopeful about the future of this journal. Indeed, the general public has been taken by a sort of surprise that there is already in existence a band of enthusiasts who are determined to espouse the cause of libraries and librarians. Some of them have actually come and inquired from us if the librarian of the future is going to play the role which has been assigned to him. Some of them have begun to rub their eyes at the prospects of libraries turning into institutions of public enlightenment and mass culture. Of course the sceptical public and we ourselves were not quite aware at the outset that we should have so much of really useful matter at our disposal to place before our readers. Events, however, have proved that the spirit of the time is in our favour and that there are many silent workers of the cause so dear to our hearts who are willing to make their contributions to the common cause. In our first issue our Chief Editor, Dr F. Mowbray Velte, outlined the chief aims before this journal which was going to serve as the mouthpiece of the Punjab Library Association. In that he laid special stress on organising the library workers themselves, and creating a brotherhood of that class of public servants who can become a force in bringing about better social relations and in raising our cultural levels. Secondly, Dr Velte was keen about spreading the new library conception and infusing the spirit of service

among the rank and file of the librarians. Lastly, he expressed his burning desire for encouraging and popularising intelligent reading which he justly regarded as the basis of all individual corporate action. He defined books to be living beings in the spiritual sense and the librarian as the custodian of this vast treasure-house of wisdom and the director and the distributor of the same and really speaking a factor without whose proper functioning the community will be groping in the dark. Have we during the last three months witnessed anything like a *change* of attitude on the part of the library workers and the general public? Is the status of the librarian going to be properly recognised? Are librarians themselves impatient to add to their qualifications and measure up to their new responsibilities? Are readers aware that books are meant for them and not for the shelves? In one word is their "progress" noticeable in the library world since the advent of this journal, and how are we going to make it still more useful and effective to propagate the ideas with which it was started.

Our answer to the whole series of questions raised above is *that signs are hopeful*. There is a new spirit working among the librarians, and the library readers: They have begun to feel an attraction for one another. The readers have begun to seek for guidance from the librarians and the librarians have begun to equip themselves with the latest information on those subjects which interest their readers. The library managements are thinking of increasing the number of hours during which the libraries should remain open and also realize that the librarian belongs to a respectable class of men and has a high function in civilised society to perform. The librarians themselves are

now associating more and more and are busy in pooling their resources and criticising each other's methods with a view to increase their efficiency and remove their deficiencies. All these things auger well for the future.

The journal itself has published a number of articles by specialists, and by those who are interested in library work. The worth of those articles can be realised by the fact that already some of them have been reproduced by other journals, and a few even have been translated into the vernaculars of the Province. Eminent librarians who have long experience of library administration and work have contributed to the pages of this journal. Carefully prepared book-reviews and book-lists have been published. A list of the best biographies of eminent Indians has been given. There have been articles of general interest which have been appreciated by the readers. In fact a beginning of which we may feel proud has been made in spite of many handicaps.

But only a beginning has been made and we are desirous of pushing ahead. For the purpose of organising our scattered forces and starting on a foundation, broad and deep, we are going to hold the first Punjab Library Conference with a library exhibition in the next Easter Vacation. We trust

that the educationalists in general and the librarians and library trustees in particular will make it a point to come and attend as visitors and delegates. We are going to introduce changes also in the journal. It will contain fewer technical articles than has been the case so far and more articles of general interest. Its best features will be book-reviews and book-lists. We are intending to prepare a graded list of books which will enable young readers to study methodically. We are going to publish comprehensive reading-lists on various subjects, especially those which are meant for the general reader. We are anxious to serve the school boys and the school librarians who must be regarded as the foundation upon which we can build. We want to give our help to the students and teachers in schools and colleges. We want to include among the readers of this magazine school teachers and college students and the busy man of business and hence we need suggestions from all quarters for improving this journal.

Let us hope that the reading public will back us up in this pioneer work of making the library movement a success in this province. This end we can achieve by a whole hearted attempt on our part no less than whole hearted response on the part of the public.

M. S. B.

A Plea for Scientific Literature

By Mumtaz Hussain, M.A.

At the present moment, India is passing through the most important phase of her intellectual renaissance. The influence of Western ideas has never been so close, and the average Indian outlook on life has never been so free as it is just now. The study of Western history, Western philosophy, and Western politics mainly accounts for that tremendous wave of intellectual revival which has risen to spread over all the various regions of Indian life.

Owing to the difficulty of personal contact between such distant people as those of our country and Europe, books are practically the only agents of this revival. Consequently our libraries have entered on a new career of their own. Instead of old and dusty volumes, the repositories of

antiquated learning, which were conveniently stowed away in remote corners, and which provided some interest only to the worms which were busy upon them, we find such books as are desirable and necessary, which supply the intellectual needs of our age, and speed the commerce of living ideas between races and peoples. One could hardly hope to come across a good book (excluding the most famous ones) on art, constitutional problems, or philosophy, in a library of fifty years back. And as to journals and monthly magazines, one could have quite as much of "Mind" and similar weighty things as one wished, but nothing else was to be hoped for. Now the position has been reversed. A regular array of periodicals, weeklies, monthlies, and fortnightlies, apart from the huge

body of interesting literature that peeps out from the shelves in such welcome style, meets the eye as one enters a library. (I am certainly not referring to Municipal libraries, or such libraries as happen to be attached to the various Government offices). And if one asks for the latest book of H. G. Wells, or G. K. Chesterton or John Galsworthy, one can have it there and then, (unless somebody has anticipated one's visit) just as one can have the most worthless twopenny author at any railway bookstall.

But even to-day, there is one drawback in most of the libraries, which is the basis of the present appeal. This drawback is the comparative lack of popular scientific literature. Of course there is enough and to spare of technical volumes and abstruse treatises on scientific subjects, but there is often a complete absence of those popular expositions of science which are calculated to transmit the most important facts and ideas of the modern world to the average reader. I refer to such books as the "A. B. C. of Relativity", the "A. B. C. of Evolution", and such authors (in their less technical moods) as J. B. S. Haldane, A. S. Eddington, Bertrand Russell, Sir Ray Lankester, and J. Arthur Thomson. In the West (especially America) popular presentations of scientific facts and popular treatments of scientific theories chase one another through the press. But here in India there is a general failure to appreciate this supremely important department of Western literature. I fear, moreover, that this failure springs from an immemorial trait of the Indian genius—its aversion to the investigation of natural Phenomena. At any rate it is clearly effected in the fact that while we have produced first-rate poets and philosophers by the score, we cannot show more than four or five distinguished names (*e.g.*, Bose, Raman, Ray, Gupta and Ramanujan) in the sphere of science.

When I say that the scientific spirit is the very soul of European greatness and civilization, I mean exactly what I say. Europe continues to dominate the world, because almost every European is filled with the scientific spirit, and carries it into everything that he does. The English themselves stepped into Indian

dominion with superior weapons and a more scientific method of warfare. It is not possible to detail this interesting thesis here, and I may be permitted to pass to the observation that a great Indian future can only be raised on the foundations of the scientific spirit and the scientific method. The real task, therefore, is the education of the literate part of the population in the scientific method, and this can only be done by popular expositions on the American model in the first instance, and after that the propagation of such books and authors as I have mentioned above.

The initial duty falls upon those "societies for the spread of science" which have been formed at various places. (There is such a one at Lahore). They should take upon themselves the writing (or getting written) of scientific books and pamphlets, preferably in the vernaculars, and of translating such useful popular books as already exist in the various European languages. But as this possibility is a little farther off than one would like it to be, the duty passes to the libraries, and under the present circumstances, the college libraries (which are usually destitute of such books and periodicals, although they are profusely rich in other departments). They must get such books as may give an adequate idea of the modern scientific spirit, and modern scientific achievements to those who are not studying the sciences in their classes, but who may be induced in take them up as their subjects of study for their examinations. Scientific periodicals of the popular type are extremely valuable in this respect.

It must be remembered, however, that by science I mean the physical sciences and psychology. I do not refer to Logic which is called (by those who study it) "the science of sciences", or to philosophy which has been defined by a philosopher as "the science of methodical thinking". Such a use of the word is as clever as it is false. No one reading philosophy should delude himself into the belief that he is studying a science. Ours is an age of positive physical science. Mental jugglery has no place in it.

The Library as a Community Servant

By A. K. Siddhanta, M.A., S.T.M. (Harvard)

1. **The Librarian and the Library.**—A library is not a mere museum which passive spectators will visit at fixed hours, admire from a distance and imagine of the greatness of the contents carrying themselves into the past. It is not a graveyard of past authors where one comes to pay occasional homage, where one meets with life-moving forces with a passive silence. A library is not comparable to a monument or tombstone of notabilities where people go to read good quotations from sacred sources. It is not a mere record-room either where everything is well classified and placed, where you can go for facts and figures when you need them.

The function of a museum, the utility of a record room, the sanctity of a tombstone, the solemnity of a graveyard all these may be found in a modern library, but with these functions alone it fulfils half the task—it can never be of adequate service to mankind.

A library which aspires to be of service to the community needs be an active agency, an educator with a psychologically suitable programme.

As to the Librarian he is not to be a mere clerk who knows how to issue or classify books; he is not one of those creations of God who is in the library because there is no place for him elsewhere. If he is such, the library is doomed.

One who is an academical expert and a good executive, one whose brain is clear and full and whose heart is warm can place himself and his library before the community as a true servant of mankind. A good librarian may be compared to the captain of a team. He has to lead the public to the game of intelligent life and teach them how to properly play with the materials at hand, i. e. with books, charts, lectures, journals and so on.

Needless to say that India is not yet privileged with many such real libraries or librarians. Her libraries are often known only to those who have accidentally come across them and as to librarians, they are at their best either benevolent autocrats or well meaning clerks. As such, they excite in us a sense of pity, rather than of respect.

An agency which is passive or dead or an agent who is inefficient and unsocial can never hope to find a place in the cultural and social life of the community. Community service implies productive activity, sustained effort and continued progress.

2. **Community Service.**—The function of a library is comparable to a good salesman. The salesman needs first create interest in men and persuade them to buy and use his articles. Further, he has to see that through good service all his newly acquired customers stay for long.

Similar is the case with the Librarian. He needs to draw public attention towards his library through appropriate methods, and then retain friendship and respect of these new comers for long.

The psycho-physical principle on which the problem of *publicity* depends is that of appealing to the senses of sight and hearing. The sense of sight through bulletins, reports, posters, placards, bill-boards, motion pictures, exhibits and displays; the sense of hearing is appealed to through public lectures, library talks in clubs or over the radio, and regular musical concerts arranged by the libraries.

These sight and sound methods spread directly or indirectly the idea of a presence of a library or inform the public of some special books in the library. It creates curiosity and it excites ideas in the public mind; it interests the indifferent and supplies information to those who are already initiated.

These methods in short might induce the lazy to leave his home and proceed towards the library, they might help those also who have been searching for a library but did not know of its exact location.

There the preliminary work begins. The real educative work begins and ends inside the library where the reader is in communion with cultures of ages or with thoughts and ideals of world-famous personalities. Here inside the library the slow but steady work of transforming an interested crowd into a trained band begins.

Here the genius of a librarian is either proved or baffled. Personal service to individuals, courtesy, knowledge and efficiency in

service—all these count in transforming new comers into sincere friends.

Comparison.—Let us take the methods adopted by the library with special reference to my own experience both in India and America.

(a) **College libraries**—They differ in these two countries in their community service for definite reasons :—

The method of education is different in both places—the method of approaching the individual, I mean.

In India, the University is the premier body with the colleges as servants scattered at leisure all over the province. There is a lack of human co-ordination (there is technical co-ordination of course through common syllabus, text-books and common examinations) between the university and the college and this lack is due in many cases to a false prestige of the university. The vanity of the university bodies is reflected consciously or unconsciously on the college system in which the library is a part. And the librarian is the greatest sufferer in that sphere. The Indian college librarian being in many cases a mere clerk carries no weight either with the college staff or the students ; he, in many cases, is careful to satisfy the professors rather than the students ; he is, to my knowledge, a man without initiative in the right direction. He is conscious of his inefficiency and needs constantly to hide it through various kinds of cloaks ; but if he is efficient at all he then too finds no opening for lack of support from the college authorities.

In the West, the college is an integral part of the University—it is but one organic part of a greater whole—which is the university. As such, the college librarian is neither neglected nor found lacking. The University Librarian who is always the most capable man in the province is his direct boss ; in short, he belongs to a democratic family of active workers, working under an efficient (father or) President. The College Library is there only a Service Station—the central power house being the University Library. And yet each Sub-Librarian is independent.

Take the case of Harvard University. Each of its twenty departments or colleges has its own library and librarians. But these sub-librarians get their inspiration from the Central University Library with its 30 lakhs of volumes. The Sub-Libraries

open at the same time as the Central one *viz.* at 8 A.M. and close one or two hours earlier than the Central one which shuts its doors at 10 p. m.

The student is happy in these departmental libraries because the Librarian is always efficient : in many cases they are trained Ph. Ds.

In the Indian College we have often a Professor-in-Charge of the Library. With rare exceptions these professors do not help much in efficiency. His spirit in most cases is in charge because his body is present either in the classroom or in the staff-room where he has equally, if not more, important duties to perform.

So long as we cannot employ better librarians these professors in charge will stay. But at present they are more or less acting as inspectors or auditors.

The professors in charge, I feel, should be at specified hours present in the library and those periods should be counted as actual college work and shown in the time-table for students' information.

This may remedy affairs for the time being.

(b) **The University Library**—As regards the University Library, the contrast is obvious. Just have a picture of the Library Reading Hall at an American University. You enter the Hall silently with your college bag. No one stops you on the way. You go to the desk of the Assistant-in-Charge and receive direction if you are a freshman ; he will help you in locating a book in the open shelf or bring from the Delivery Section any extra book, you need to use in the Reading Room. As a rule, the book referred to by your teacher in class is always in the Hall because the professors lecture from prepared notes and send the bibliography to the Library Hall Assistant in time. The Reading Hall is well constructed ; the lighting effect is peaceful but not drowsy and the room is kept cool in summer and warm in winter.

When you finish your work you leave the books on your table. If you are a thief you can carry on a good business because you have your bag with you. But the conscience may torture.

Such a system may be unthinkable in India at present because the University is not taken as one's own affairs ; consequently, the students damage articles ; If they are led

to feel that the University is their own—the attitude may change.

(c) Now as to the **Public Library** the Departmental or University Libraries in the West have a more or less fixed constituency, hence they need not do extensive publicity. Tutors, professors and efficient library service are the greatest agents in advertising.

The case is different with the public library which has more or less a floating constituency. Here the Librarian must efficiently advertise in order to draw their attention and then serve adequately.

There are various methods of getting publicity. And the *Newspaper report* is the cheapest and easiest. The public librarian can supply the local paper with first class news materials which the paper will gladly accept—news of appointments, resignations, construction of new buildings, establishment of new rules or so on. The paper may also accept special articles on Library Service and method for special issues. As regards information about lectures book-reviews etc. the newspaper will publish them free of any charge if they are carefully written out.

2. The librarian can reach special section of the community through *bulletins* and *reports*. The object of Library *bulletins* is to serve as a personal communication from the library to its friends. A model bulletin whose usefulness warrants its expense embodies such features as; illustrations, attractive cover design, brevity, omission of names of trustees, hours of service or of locality, occasional devoting to special purposes such as annual report or Children's Book Week.

As to *Reports* these are read by local tax payers and patrons, city, state and national, officials, trustees and staff of library and library workers and students in other places. *Reports are not long sermons*: they must be brief. Cleveland Library which loans 5 million books every year issues a 4-page annual report.

3. Posters, placards and bill boards :

Placards are not used these days; bill boards are expensive but posters are easy and important. Do not paste outside houses but keep in stores, bank windows, municipal spaces, in street cars, public meetings place, in factories, mills and schools.

The first and chief essential of a good poster is to convey a thought. A poster is

to be made so compelling that its message must be read.

"A poster should be to the eye what a shouted command is to the ear". Brevity, singleness of thought, clearness of illustration and lettering and simplicity of design are essential.

4. **Motion picture theatre publicity.**—This is done through, book films, children films, library slides etc. but these are very expensive in India at present.

Exhibits and displays.—Exhibits combine two important principles in publicity. One is the appeal to the eye and the other is that of showing at close range the books, magazines etc. The sight of the actual books is sure to awaken desire to borrow and read the book or to visit the library. Window exhibits in busy quarters may be very effective if special care is given to choosing of books with appealing and well known titles as well as to the arrangement of books in the exhibit. In America, spaces are secured even in factories, banks and business houses for such exhibits. In India we do not care for such adventures.

So much for attracting public notice through the sight-method. As to *spoken publicity* personal talks before luncheon clubs, business organizations and other citizen groups have proved of great value to many libraries. Such talks bring direct contact with the audience, correcting mis-conceptions through questions and answers and thus give them first hand information.

As to radio talks, the broadcasting of bed time stories for children, book-reviews when given by able and well known-men are of great help to the public.

As regards musical concerts—these help the section of art and music in a library; besides it helps in bringing many newcomers who have never been to the library building before.

In India the public libraries attempt nothing. The Imperial Library in Calcutta for example is never known to advertise. They are in bad locations. There is no human touch inside the buildings. The Assistants are not always willing helpers, in short, they are not community servants but pose as masters.

When libraries know that they will not get money unless they serve the public they may improve.

Library Service.—It is one thing to ~~bring~~

one to the library through publicity baits but it is different to keep his interest alive.

If the Librarian is a mere caretaker who guards his library no progress is possible. The Modern Library is mostly *service*, aggressive service.

If you go to a modern library in the West and visit the *information desk*, you will find the best example of service. The clerk is there all alert, explaining to one the reference volume, directing another where to look for material, guiding a stranger to the proper shelves and so on. In India the case is just the opposite; the reader will have often to find the assistants.

People who cannot visit the library for distance or other reasons can send their requests for information by mail or *telephone* and these requests are promptly attended to. The Free Public Library of Newark which is one of 16,000 libraries in U. S. A. answers annually about 5,000 telephone enquiries for information.

Some public libraries have a *writing room*. St. Louis Public Library for example supply pens, ink, papers and envelopes of medium grade free to readers. You can buy at cost papers and envelopes of better grade, postage stamps; the custodian can help you for current rates in shorthand, typewriting and translations.

Modern city libraries in U. S. A. contain *lecture halls*, rooms for *Womens' Study Clubs*. Young men's debating societies and meeting places for carrying on the work of various civic organisations.

The attitude of the librarian there is that of a courteous host toward an invited guest. The people come and go as much as they would in their own houses.

New York Public Library circulates 65 lacs of books every year; it reaches millions through open shelf, efficient service and through travelling libraries which latter serve through one thousand stations. Mr Melvil Dewey says "It is after all not great libraries, but the thousand small ones that do most for the people". Besides these travelling libraries, there are the *Home Libraries*. The Carnegie Library of Pittsburgh for example have instituted these libraries which are now spreading in U. S. A. They are a collection of books sent out once a week in small cases directly into the homes of the poor people. The books are distributed in houses by the man in charge who spends an hour amongst the children who assemble for the occasion at the home of one of their members.

Conclusion.—No library can serve the community if it is conducted on undemocratic lines. All libraries can reach their community if they want to do so and work for it. All of them can acquire new friends every year if they give adequate service.

Indian libraries in general have failed to reach the community or to serve them because they are not run efficiently on right lines. The public libraries in India are perhaps the worst culprits in that line.

The Physiology and Anatomy of the Heart of the School

By S. R. Ranganathan, M A., L.T., F. L. A.,

Librarian, Madras University.

The name of this section of the Conference and my profession will immediately disclose what is being referred to as the Heart of the School. In spite of my earnest search, I have not yet succeeded in tracing this happy appellation of the school library to its first author. But I am sure many of you will agree with me that it could not have been originated by any Indian, who has spent his childhood in the school libraries—perhaps one may even add college libraries—of India.

Since anatomy will be dry as bones, I do not want to run any risk by beginning with anatomy and then going to physiology in the orthodox fashion. Hence I take the liberty of inverting the order.

Talking of physiology, it may be well to start from the very definition of the term. The Oxford Dictionary furnishes the definition in these words: 'Science of normal functions and phenomena of living things'. The first remark, which comes uppermost in one's mind on reading this

definition, is that there can be a physiology only if the school-library is a live one. If it is either a dead one or only an anatomical model to be shown round occasionally to the inspecting officers and others, we cannot speak of its physiology, although there may be room to speak of its anatomy.

The heart is the organ that keeps up the circulation of blood and it regulates the circulation in an ideal way; when we are up from a heavy dinner, it increases the circulation to the stomach; when we are engaged in racking our brain over the classification of hard intractable books, it distributes a large quantity of blood over the brain. In short it effects a differential distribution to the different organs according to their needs and capacities. It is in this matter that the library most resembles the heart and scores over the class-room as an instrument of education. The class-room method, as it obtains to-day, is largely a mass-method. It is adapted in the main to an imaginary average child. The real individual children are simply lost sight of. This is evidenced by the wide-spread practice of supplementing the school-instruction with private tuition, with all its attendant evils. The defects and the ineffectiveness of such a method are not however perceived, so long as the children are drawn only from the upper strata of society. Such children can get on in spite of defective methods and even without any method. But, as soon as compulsory education brings into the class-room the children from all the strata of society, such mass-methods begin to break down. Individual methods of instruction like the Dalton plan and the contract technique have to be devised and one immediately perceives the need to exploit the wonderful capacity of the library method to meet each individual child on its own plane.

It is the failure to recognise this factor that forms one of the main blots of our educational organisation. It is the failure to recognise the vital role that the library should be made to play in the new education of to-day that is responsible for the neglect of the school and college libraries. It is the constitutional incapacity of the management, which invariably spent its childhood in the library-less schools of the past, to see the emergence of the new education and its implications, that appears to make

them plead that the purse has run short just when the library is reached. It is one of the primary duties of us, teachers and librarians, to get for the library its rightful place in the school and colleges.

To resume our study of the physiology, the blood that is circulated from the heart is by no means a simple liquid. It is a complex substance, with solid as well as gaseous constituents. They are all equally important although it is only the liquid constituent that is popularly known. So it is with the material that the heart of the school has to keep circulating. The materials of a school-library may be grouped under three heads:

- (i) The relatively permanent materials,
- (ii) The fugitive materials and
- (iii) The extension materials.

The relatively permanent materials are of three types (i) the ordinary books, (ii) the reference books and (iii) the periodicals.

The ordinary books must be rich in their variety as well as in their get up. It is wrong to be obsessed by the notion that children like only fairy tales and other cock-and-bull stories. The interests of children have an extraordinarily wide range. We have only to put down on paper the endless variety of questions that a child puts before our impatience or overbearing attitude snubs or silences it, to understand the width of its interests. Reference books like the Dictionary of Costumes, the Book of Knowledge, the directories and the year-books, are a source of delight to children. Each school library should have a good collection of them. There are now several children's magazines in the market. Each school should subscribe at least to a dozen such magazines. No school should delude itself as having built up a library by simply putting together a number of specimen copies of text-books, perhaps, discarded by the teachers as not worth private appropriation.

Next to variety, the physical get-up of the book is far more important in a school library than even in an adult's library. The horrid, thin, paper-covered, pamphlet-like books, which form the bulk of our school collections, should give place to fair-sized books, well-bound, well-printed and well illustrated. The abysmal ignorance of some of our dispensers of education about the present-day book production is such that they argue with perfect self-confidence

that a foot-length of shelf can invariably accommodate 70 or 80 children's books. They either refuse to believe or express surprise to hear that the majority of the children's books of to-day are comparable in thickness to adult's books. It is usually due to the use of thick paper, large type and profuse illustrations.

The fugitive materials of a library are (i) pamphlets (ii) clippings and (iii) picture collections. It is best to take the co-operation of the school children themselves in collecting and sorting such fugitive materials. It may be best to discard them periodically and build up a fresh collection. It would be a good training for the children to classify such fugitive materials and file them properly. The building up of such fugitive collections may not cost anything. Illustrated pamphlets like those published by the railway companies, steam ship companies, illustrated catalogues published by the manufacturers and traders and illustrated handbooks published by the Consuls and High Commissioners of different countries can be obtained for the mere asking. Adults may not find much in them. But they are of immense interest to children and may help them to gather a good deal of information to satisfy their insatiable curiosity. Clippings from newspapers and magazines that are discarded by adults are a source of great educative enjoyment for children. Collections of postage stamps, picture post-cards, cuttings of illustrations from newspapers and magazines can also be got without much cost. Materials of this nature can be of immense use in making the class teachings realistic and concrete. Their value is further enhanced by taking the help of the children in collecting, sorting and filing them, as suggested already.

Turning now to the third group, the extension materials consist of lantern slides, cinema reels, maps, photographic collections and similar materials of a permanent nature but other than books. It is not necessary for me to make out a case for their daily and hourly use in class-rooms, if teaching is to be effective. I should only like to say that the sad fate of disuse which commonly overtakes them, soon after the enthusiasm, engendered by their collection, dies out, may be avoided if they are put in charge of a central agency like the library, whose outlook is perfectly modern-

ised with the first law of library science "Books are for use and all library-collections are for use." I know schools and colleges where each department has a lantern and some slides. But they seldom see the light of day. They are made to literally rust in locked cupboards. In one of my recent visits to a town with two schools, I had sent word that I was bringing slides and that I wanted a lantern to be kept ready for my lecture. I got a reply that there was a lantern in each of the two schools and a third one with the health inspector of the taluk-board and that one of them would be placed at my disposal. On arrival at the town, just five minutes before the meeting, I found all the three lanterns in attendance and a huge crowd of more than five hundred people assembled to see the pictures, as they had seen such pictures only once and that too some years ago. But to their disappointment and my dismay none of the three lanterns would work. One had the jest hopelessly clogged, another had its lens rendered translucent, though not opaque, and the third's malady was not easily diagnosable. The crowd was getting restless and the presence of the District Educational Officer threw the teachers out of their nerves and the lecture had to get on unaided by the lantern. On enquiry, it was gathered that the lanterns were once thrust on the schools partly by the enthusiasm of certain educational experts and partly as a result of the promptings of some business interests. But, they had not been given any slides apart from the few complimentary slides received with the lantern.

The ideal arrangement will be for the public library of the place to build up a good, representative, growing collection of these extension materials and for each school to borrow them from it through its own library. I have seen an English Borough Library having a collection of about ten-thousand photographs relating to the different countries of the world and lending them to the schools in its area. You can easily imagine how effective geography teaching will be in such schools. Till we get public libraries, our school libraries should take their place in building up such extension materials.

Apart from the blood whose circulation the heart keeps up, there is a certain

vital force associated with the function of the heart itself and also in the various parts of the body to enable them to absorb the nutrition circulated in the blood. So it is with the heart of the school. The human elements of a school-library constitute the vital force. They fall into three categories; (i) the management (ii) the librarian and (iii) the children.

If the school library is to function properly it is necessary that the management and the headmaster should lend their support to its development. Much will depend on the headmaster's faith in the affair. He should give a proper room for housing the library. He should give it the necessary furniture. He should allot suitable hours for each child to enjoy independent study in the library. It is in his power so to work out the curriculum that the teachers can freely draw on the library resources of the school and link them with the daily lessons. Indeed the best thing that he can do for the children is to induce in them a zest for the habit of reading. The facts with which he may cram their heads will drop out in course of time. But the library habit, which he induces in them, will be a lasting life-companion, which will enable them to find out the facts they want, as and when they are required.

All this must mean some finance. The management must vote the little money required for this vital part of school service. The headmaster may have even to shoulder the task of educating the management about the need for an adequate library allotment in the school-budget. Perhaps, much can be done to create a favourable public opinion in this matter through the Parent's Association associated with the school. Apart from getting money the headmaster should spend his library allotment in the most economical and productive manner. Perhaps, he may, with advantage, consult the experienced library experts of his region in this matter. There is one thing on which no headmaster of a school or a college should waste his meagre library allotment. That thing is the annual or biennial printing of a horrid alphabetic list of books under the title 'Library Catalogue'. Such a catalogue serves no purpose. Or if some, contend that there may be some purpose, it can at least be asserted that the benefit derived

is quite out of proportion to the money and labour that it consumes. When I argued about this to Principal-friend of mine, he said that his college did not lose in the matter as every student was compelled to buy a copy. It is a very narrow view to take. If he can force every one of his students to pay half a rupee for the library, let him use it for better purposes and for serving the students in a better way than with this unwanted ephemeral list.

The next human element is the librarian. The ideal is for each school to have a trained full-time professional librarian. Till such an ideal can be realised, each school should put its library at least in charge of a graduate teacher. This teacher-librarian should be given less of teaching work than others and he should be deputed to take a rapid course in Library Science in a Summer School of Librarianship. The management should give him the necessary facilities—leave with salary and travelling allowances—to undergo training in such a school. The * Madras Library Association runs one such Summer School in the months of April, May and June and awards diplomas to those who successfully complete the course and pass the examination at the end of the course. Cases have been brought to my notice that teachers so trained been taken away from the library-charge on ultra-academic grounds. Such ruthless acts are due to an utter disregard of the interests of the school and its children. Such things should not happen.

Until each school puts its library at least under such a trained teacher-librarian, the school-library will not function properly and to that extent the service rendered by the school to the community will be improper and the library of the school will not establish proper and sympathetic contract with the children of the school, who constitute the third class of human element that we mentioned. As it obtains now, it is usually the drill master or the drawing master that is asked to look after the library, if there is one. In a school, that I knew, the stoutest and cruellest of the staff who was known as Mahamud Ghaznavi in honour of the number of his unsuccessful attacks on the Matriculation portals* of the University Citadel was marked out as the guardian angel of the

* If a fairly good number of schools in the Punjab apply for training their teachers in library work the Library Association, Lahore will be glad to conduct a six-weeks' course for them during the next summer vacation. (Ed.)

library. And, he proved to be a zealous guardian. When an inquisitive child of the school, picked up courage to approach him and ask for a book for 'extra reading' it was late in the evening and he was dead tired after the day's task of teaching for six hours.

'What do you want?' thundered the Muhamud Ghaznavi, almost scorching with his reddish eyes.

'Peeps into many lands, Japan, Sir,' stammered the child.

'How many marks did you get in the last quarterly examination?'

'Fo-Forty-two out of fifty, Sir.'

'Go and get the remaining eight marks before you can think of extra-reading,' came forth the emphatic injunction in company with the right hand fist of the Mohammed Ghazni, which settled on the forehead of the quivering child with such painful force, that the child ran away sobbing—never, never to return to the library.

If the school believed that the BOOKS WERE FOR THE USE of the children, would it have consigned them to the care of such a frightening monster? On the other hand, would it not have put them in charge of a charming children's librarian, whose specialised training and sympathetic outlook, would have attracted all the children of the school to what is now rightly called 'the heart of the school' viz., the school library. Then, how different would have been the reminiscences of the children of the school! Consider, for example the pleasant recollections of a New World contemporary of our sobbing child. "I can almost say that I owe to the library the greatest mental stimulus of my life. The picture of that librarian's intelligent grey-eyed face, the very odour of the library room itself are indelibly impressed in my memory. Personally my debt to the library as an institution and to librarians as a class is a greater one than I can ever hope to pay even with everlasting gratefulness."

Now, we may turn our attention to the anatomy of the heart of the school. It may be advantageous to study the parts first and then view the library as a whole. Such a preliminary study should cover (i) the book-racks (ii) the gangways (iii) the reading-room (iv) the librarian's enclosure (v) the windows (vi) the entrance and the exit and

(vii) the other equipments. Before dealing with them, it must be stated at the outset that the library should be designed to work on a safe-guarded open access basis. This assumption will have profound effects on all matters connected with the library. For example, in an open access library, there is no need for providing the book racks with locks and doors. Further, for the sake of definiteness, taking a school with 500 pupils, I shall assume that we must provide shelving for at least 6,000 volumes. I shall also assume that, in order to accommodate a whole class at one time, the reading-room should have at least forty seats. Library-talks for large groups of children will have to be carried on in the general assembly-hall of the school. It is also assumed, in what follows, that the library staff will consist of one member only.

(i) Book-Racks.

It is desirable to make all the book-racks exactly alike. There should be no edges at the corners inside the shelves. This can be secured by the use of Tonk's fittings. The standard unit-rack that I have designed for the Madras University Library has two faces. Each face has two bays, so that the unit rack is a four-bayed rack—two bays on each side. While the height may be 7 feet in college libraries, it should not exceed 5 feet in school-libraries.

The detailed dimensions of and specification for a school-unit are as follows:—

(a) External dimensions 6 ft. 6 ins. \times 1 ft. 6 ins. \times 5 ft.

(b) Three uprights, each 2 ins. \times 1 ft. 6 ins. \times 5 ft.

(c) Five shelf-planks, each 3 ft. \times 8½ ins. \times 1 in.

Two of these are to be fixed-ones—one near the top and the other near the bottom. The other three are to be moveable ones supported by Tonk's fittings, so that they can be adjusted to an inch. It may be an advantage to provide two spare shelves for each unit.

(d) The book-rack is to have sanitary bottom i.e., the lowest shelf is to be fixed at a height of 6 ins from the floor, to facilitate cleaning the floor beneath the rack and easy vigilance. The topmost shelf is to be fixed 6 ins. below the top of the uprights.

(e) To prevent the books on the shelves in one face getting mixed up with the books

on the corresponding shelves in the other face, an expanded metal partition is to separate the two faces. It is to accommodate this frame that the planks are made only $8\frac{1}{2}$ inches broad, thus leaving a gap of 1 inch. in the centre of the rack. The expanded metal partition is to begin only from a height of 6 inches from the lowest fixed shelf and go right up to the lower side of the uppermost fixed shelf. The advantage in beginning it only from a height of 6 inches from the lower-most shelf is that giant folios, which are more than a foot broad, can be made to lie flat, on the bottom-most fixed shelves, extending from one face to the other. If the expanded metal is of steel and not of brass, it should be coated with an anti-corrosive paint.

(f) The front edge of each shelf is to have a wedge shaped groove cut in it, to hold the shelf-labels. If the groove is carefully cut, the shelf-labels can be easily slid from end to end, as the books are necessarily moved in course of time.

(g) The three uprights are bound together by the two fixed shelves. It would be an advantage to reinforce this by means of two steel tie-rods binding them together, one at a height of $1\frac{3}{4}$ ft. from the bottom and the other at a depth of $1\frac{3}{4}$ ft. from the top. To accommodate these rods it may be necessary to make the expanded metal partition in three parts, the rods running between the frames of the parts.

(h) It may be convenient to fix spring blind-holders to each bay to hold maps. It has been found that at least 2 maps can be accommodated in front of each bay. The maps will be normally in the rolled-up position. Whenever necessary, they are to be pulled out for reference and then released.

(i) It can be easily verified that each such unit rack will have 60 running feet of shelf-space. It can comfortably house 600 volumes.

Hence it follows that a library of 6000 volumes requires ten such units. It will be convenient to arrange these ten book racks in five rows, each containing two racks.

It is best to use well-seasoned teak wood for making the book-racks. Teak is a fairly hard wood, which is nearly proof to white ants. It is indigenous to India and not very costly. A unit book-rack, including the cost of Tonks-fittings is estimated to cost Rs 150.

Steel racks are unnecessarily costly. They

are injurious to books especially in tropical countries. In my opinion, the advantage against fire that is claimed for them is pure fiction.

(ii) Gangways

(a) Width of gangways between book-racks; 4 ft. 6 ins.

(b) Width of gangways between walls and book-racks: 3 ft.

(iii) Reading-Room.

(a) We have already stated that there must be at least 40 seats in the reading-room.

(b) The chairs must be pretty heavy, so that they cannot be easily moved about by the children. It is best to use rose wood. I am not giving the dimensions, as they are dealt with in detail in any book on school furniture.

(c) In the case of the tables also, I shall only mention that each child should be given at least two feet of table length. It is best to make the tables sufficiently small, so that children are made to sit only at one of their sides. It is desirable not to make the children face each other.

(d) The gangways between the backs of the chairs of one row and the tables of the adjacent row should be at least two feet in width.

(iv) Librarian's Enclosure.

(a) Area 60 Sq. ft. say, 12 ft. by 5 ft.

(b) The location should be such as to give easy oversight of the reading-room and the gangways between the book-racks.

(v) Windows.

(a) Windows should be 4 ft. by 5 ft.

(b) The window sill should be at a height of 1 ft. from the ground.

(c) Each window should have two shutters:-

(i) Expanded metal shutter on the outside; and

(ii) Glass-shutter on the inside.

The meshes of the expanded metal should be not more than 1 sq. in. in area, so as to prevent (a) the entry of vermin such as rats, squirrels and bats and birds and (b) the unauthorised migration of books from the library without the knowledge of the librarian.

It would be convenient to make the glass-shutter in two parts each part being centrehung on a horizontal axis.

(d) On the wall close to the book-racks and at right angles to them; there should be



a window facing each of the six gangways that are formed by the five rows of book-racks. The opposite wall is to be provided with four windows and two doorways.

(vi) Exit and Entrance.

The two door-ways mentioned in (v) (d) should serve as exit and entrance doors respectively. The entrance and exit should be controlled by wicket gates, operated from inside the librarian's enclosure.

Perfect freedom inside the library and extreme vigilance and restriction at the entrance and the exit are the essential features of a safe-guarded open-access system.

(vii) Other Equipments.

(a) Along the walls parallel to book-racks, cabinets containing (i) lantern slides, (ii) vertical file cabinets of clippings, pamphlets and pictures (iii) cabinets of accession cards and (iv) vertical file cabinets of office-papers may be accommodated.

(b) In front of the librarians's enclosure, the card catalogue cabinet may be accommodated. It can also be made the stand for the magic lantern. The wall may be plastered with white cement and used as screen for lantern lectures.

(c) Other parts of the walls may be decorated with lovely pictures and green hangings.

(d) It is good to make provision for flower vases to be kept on the children's tables. The children themselves will take delight in making the daily collection of flowers.

From these considerations, it can be seen that a room 40 ft. X 30 ft. is the minimum accommodation that a school-library should have in a school of average size. The official regulation size which is said to be 21 ft. X 32 ft. is entirely inadequate. The accompanying diagram shows, in a rough manner, the fitting up of a library room 40 ft. by 35 ft.

If the anatomy and physiology of a school-library are of such a nature, certainly it can be said to have the right to be called the heart of the school, every child on the other hand has the right to be fed by such a heart in the school. Here is a typical passage expressing the delight experienced by a child served by such a heart in a school and recorded in the ninth volume of the *New Era*:

"It would indeed be a poor life if we had no time to read; but we have and if we so wish we can change our very existence and be reincarnated into a new one,...

"The Library. Thank God for it, and all its beautiful surroundings and for every thing one gives to it, and everything one gains by it.

'There is no solace on earth for us—for such as we—

Who search for the hidden beauty that we may never see.'

"But we have the 'hope, the burning hope and the library; and with these two we can travel in the realms of gold and acquire knowledge that transcends our understanding."

The Library Movement in the Punjab

Paper submitted by the Library Association, Lahore to the All-Asia Educational Conference held at Benares on December 26—30, 1930

Mr Dickinson's Work.

The library movement in the Punjab dates from the year 1915 when the University of the Punjab engaged the services of Mr Asa Don Dickinson, Librarian of the University of Pennsylvania, U. S. A. to re-organize the University Library on modern scientific lines. Mr Dickinson who was in the Punjab for about a year did memorable work. He started a library training class and invited librarians from all parts of the Punjab to join for training in library work. His call was very well responded to. A large number of librarians from various colleges and public libraries and

even some booksellers joined the class. He gave them a course of practical work in librarianship and with their help re-classified the books in the University Library on the Dewey Decimal Classification System and prepared an up-to-date dictionary card catalogue. The library was changed from the closed shelf system to the open access system. It was the intention of Mr Dickinson to extend the opening hours of the University Library from eight to twelve, but on account of the tremendous work he had to do in the reorganization of the library within a short period he could not accomplish all that he wanted to do during his stay here.

For the guidance of librarians all over the Punjab in the re-organization of their libraries Mr Dickinson, with the assistance of the late Lala Mukand Lal Bhatia, Assistant Librarian, Panjab University Library, brought out the *Punjab Library Primer, which is an excellent handbook for inexperienced librarians in the public, college and school libraries in India.

To initiate a library movement in the Punjab Mr Dickinson founded the Punjab Library Association. This Association did a considerable work for some time but could not exist for long after the departure of Mr Dickinson.

In October 1929 some librarians in Lahore held a meeting and formed the "Librarians' Club". A month after its foundation this small organization took upon itself the heavy responsibility of holding the seventh session of the All-India Library Conference in Lahore. The Conference was held in December 1929 and was a great success. At the Conference a provincial library association was formed with a view to further the establishment, extension and development of libraries and to increase the usefulness of public, college, school and other libraries and to make them a vital factor in the educational life of the communities they are intended to serve.

The Association holds meetings from time to time in Lahore at which papers on subjects concerning library work are read, followed by discussions on the subjects of the papers. Librarians, members of library committees, representatives of various public, college and school libraries and other ladies and gentlemen who are interested in library work or in the use of libraries attend these meetings. By discussion and comparison the members of the Association utilize the combined experience of all those in the locality who are interested in the use and administration of libraries.

From November 1930, the Association has started the issuing of **The Modern Librarian**. "The Modern Librarian" is a monthly journal for the benefit of library workers and library readers. The journal has as its Chief Editor Dr F. Mowbray Velte who worked for a brief time in the Cataloguing Department of the Princeton University Library and now

is the Librarian and the Head of the English Department in the Forman Christian College, Lahore. A few prominent librarians in other parts of India have also been requested by the Association to join the editorial staff of the journal.

The Modern Librarian intends to do a two-fold service. Firstly, to bring home to the librarians the fact that they can render a great service in the political, social and intellectual uplift of their countrymen. Schools and colleges are necessary for teaching boys and girls how to read but real education and culture can only be attained through wider knowledge of books in libraries. The librarian, therefore, is a very important factor in the building up of the nation.

Secondly, to guide the library readers in the use of library books. Nearly one half of each issue of the journal contains reading-lists, book-reviews and such material as will guide library readers in the study and choice of books and in the selection of reading-courses. We want your co-operation in making these pages more profitable to readers by contributing to our magazine booklists and book-reviews and interesting articles and by popularizing it among the members of your libraries and enrolling them as subscribers to this journal.

The University of the Panjab is rendering a really valuable service by the establishment of a **Library Training Class**. Library Training Class which holds its sessions in alternate years. About a hundred graduates have been trained in librarianship from the year 1915 to this day. We have in almost all important libraries trained men working. In spite of this we do feel that there is a necessity for more wide-spread knowledge of this important science. There are a large number of untrained men working in small libraries in the Punjab who cannot join these classes. For such men and for other literary men and women who want to have courses in this science to help them in the selection of the best books for their reading, we are feeling the necessity of starting correspondence courses. But for this heavy work we realize our shortcomings. The library profession in India is not yet attractive to the more able and highly educated. In the early stages we shall have to start

*Dickenson, A. D. Punjab Library Primer. (Lahore: Punjab University Library) Re. 1-8.

library institutions and magazines on an All-India basis. We have an All-India library journal and if it receives loving co-operation at your hands, we shall think of starting an All-India Correspondence School of Librarianship with prominent librarians of the important libraries in India as the conductors of the courses. But all this depends, as it has been said before, upon your co-operation and help, which we expect you will give us in an unstinted measure and which we beseech of you in the name of this ancient land of ours which once had the highest civilization and culture in the world.

Work in the University and College Libraries. The Panjab University Library and college libraries in the Panjab are organized on up-to-date lines. The University Library has about eighty thousand volumes and a large sum of money is spent every year in the purchase of new books. Unlike the University Library, the college libraries have closed stacks but the tendency is now towards open shelves and in several college libraries greater opportunities are being given to the readers for free access to the shelves and the day is not far off when open stacks will also be provided in the college libraries instead of closed ones. Opening hours in the University Library are eight, though the need is being felt for recommending to its governing body to provide greater opportunities and facilities to the readers for reference work in the library rooms for longer hours during the day and in the evenings under the supervision of a reference librarian whose sole business ought to be to guide the readers in the study and selection of books.

Opening hours in the college libraries extend from six to nine. It is being felt that college libraries should also provide greater opportunities to students for reference work in the library rooms during and for some hours after the college hours. Library service in college libraries is steadily improving. Greater facilities are being provided to students in the selection and study of books. Publicity work in college libraries is also being popularized, and college librarians like their colleagues in public libraries are not now unaware of the necessity of advertising and displaying books in order to attract readers to their use. College librarians occasionally post lists of new books on the bulletin boards, display recent additions on separate shelves and

some librarians exhibit paper covers of books, instead of throwing them into the waste-paper basket. Some of these covers are very beautiful and contain short tempting notes about the contents of the book, and are placed on a board at the entrance to the library. These attract a large number of readers.

Work in Public Libraries. Public libraries in the Panjab are doing fairly good service. They are generally open for eight hours a day, although the Library Association, Lahore is impressing upon their authorities the necessity of giving greater opportunities to their readers for quiet study in the library rooms by extending the library hours. Public libraries in the Punjab are generally subscription libraries but no subscription is charged for study in the library rooms. The Sir Ganga Ram Business Bureau and Library and the Library of the Industries Department are free public libraries and books are lent to readers for home use on depositing the price of the books. No subscription is charged from the borrowers. The Sir Ganga Ram Business Bureau and Library is doing a useful free service in answering queries from the public, made personally or by post, regarding commercial and business matters and in guiding young men in the choice of a vocation in life.

Work in School Libraries. The library movement in the Punjab is now being extended to school libraries. They have been so far following unscientific methods in the organization of their libraries. Means are being adopted now to make them conscious of the necessity of re-organization in their libraries and of improving library service and methods. As soon as a fair number of them have joined the Association we will have to start summer courses for teacher-librarians.

Library Service Bureau. The Library Association has been feeling the necessity of a library service bureau in order to supply standard material to school, college and public libraries at cheap rates for the re-organization of libraries on modern lines. So far in India we have been generally getting our library supplies from America and England. Sometimes we have to depend upon unscrupulous local suppliers who have no knowledge of standard library supplies and the improvements that are made in them from day to day in America and England.

In India we have no such library supply house as the Library Bureau and Gaylord Brothers, in U. S. A. and Grafton & Co., and Libraco in England. The supplies that we get from these library supply houses are dear and small libraries in India cannot afford to purchase them. To remove this difficulty the Library Association, Lahore has recently appointed a committee of experts among the local librarians to organize a bureau which will be run by the Association. To run this bureau we also want your co-operation and help. We shall be pleased to have guidance from expert librarians in other parts of India who we hope will not lag behind in this important matter and co-operate with us in this venture.

In conclusion we appeal to all library workers and other educationists gathered here for mutual co-operation and help. It is a regret-

Conclusion.

table fact that with the exception of a few enthusiasts scattered in different parts of India library workers generally are apathetic. We have not yet the spirit of work which animates the librarians in America and England and in some other parts of the world. It is hoped that library conferences which we occasionally hold in different parts of India and the library journal which this Association has started will do something in awakening library workers from their slumber.

Let us repeat at the end that it is by mutual co-operation that we in India can succeed in such ventures as the library journal, library service bureau and the correspondence school of librarianship.

We hope we can rely on your co-operation and help in these matters. We send you our warmest greetings and best wishes for success in the sacred cause for which you have gathered in the holy city of Benares.

College Librarians and Their Work

College library work is considered by many people a delightful branch of a profession particularly suited to the studious type of young men and women (particularly the latter) who wish to earn an honest penny with the minimum amount of work. The popular impression is that the librarian issues books to students, receives them back, and adds new books to the library. That, to many people's minds, is the alpha and omega of the work; the rest of the time can be given to private reading.

Those who are in the work know that the issues, returns, buying, cataloguing and classifying of books take up a considerable amount of time, varying with the size of the college and the amount of assistance given. Not one of these items, however, is the most important of the librarian's many duties. He must, of course, have a general knowledge of what books are out; know which books are wanted, and what books are returned during the day; he must see that the periodicals are changed at the right times, and look to see if the new ones contain reviews of books suitable to put before the book committee; he is responsible for the placing of new books and needs to know the subject of each one. All these things are important to the good working of the library; but the most important duty of a college librarian is to be of use to the students.

In theory a good subject catalogue should meet most of the students' requirements, but in practice it does not, for, like many non-collegiate people, the average student does not, or will not, understand the art of using books. This is very largely because of the lack of good reference libraries in most schools. The pupils do not learn to look up a subject; all the knowledge they need can be found in one or two books decided upon by the school; with the result that when they proceed to the university or training college they are bewildered by the mass of material in the library on their subject. It is nearly always possible to tell which students have been used to working in a library and which students have not done so before. In the same way, in a post-graduate college library, it is noticeable that students from Oxford and Cambridge (particularly men) are much more at ease in digging out their material for themselves than are students from the younger universities.

For this reason the librarian spends a certain amount of time showing students (unknown to them) how to use the books. Many of them never get into the way of looking up a subject unaided in a book not devoted entirely to that subject and in consequence lose part of the value of their post-school work, for they obtain no general breadth of outlook, and are apt to regard their subject

from one angle only. Some students—particularly those with an athletic bias—only use the library for reference purposes at a moment of crisis, as, for instance, a few days before an essay is due to be given in; then too often they find to their surprise that the books they need are out. Such a catastrophe, they say without words, is the librarian's fault, not theirs, and shows the library to be a poor place indeed. After this wordless rebuke they expect the librarian to produce suitable material from nowhere, and generally he can, even if it is a case of sending them on to another library to obtain it.

Critics will say at this point with truth, "How can the librarian be an authority on every subject?" The answer is, of, course, that he is not, and cannot possibly be; but he knows his library, is familiar with his reference books, and takes the trouble to think. It is astonishing how very little thinking is done by some students when looking up a subject; and curiously enough it is often the less clever students who take the most trouble in seeking out material. The librarian who is not always ready to help students (inconvenient though it may be) and to notice when they require aid without being asked for it is useless for college library work.

Few people, including students, understand what the librarian does in the vacation. Often they think it must be a period of gloom and boredom unless he shuts the place up and takes a holiday himself. In fact, however, without the vacation the library itself would fare badly; for during that time the library staff can take stock, mend books, mount pictures for the illustrations section, and do numbers of other things which can only be done with ease when there are no readers.

This outline of the ordinary routine work of a college library applies in a greater or lesser degree to those which are in the charge of a librarian, whether the staff is limited to one librarian or to many, with the natural difference that more assistants will enable the chief librarian to do more bibliographical work and arrange organization and administration improvements with greater facility. There are, however, many college libraries where this necessary routine work is practically non-existent, for they are in the charge of students or a member of the staff, none of whom have the time to spare. Even if they had, very few would take the trouble to do it scientifically, and such work done haphazardly is practically useless. The result

is that the students of these colleges carry away with them at the end of their scholastic career the impression that a college library is not a thing of order and delight, but rather a collection of books arranged in some curious method, the most important of which have a habit of disappearing when particularly required. Then the catalogue consists of authors only, and in consequence is seldom used; while at the end of the term come requests for help in the work of checking, and finally the posting up of lists of missing books, many of which are never seen again, but their cards still grace the catalogue, to the confusion of new students. Yet, whatever the later ideas, at the time both staff and students will show the library to visitors with pride, and point out how excellent it is in spite of its size. Probably they are right—it is good, the book selection is done with care and knowledge; yet they do not, or will not, understand that lack of good routine work halves the value of the books. It is ridiculous to say that these colleges must have librarians, for in very few cases could they afford such an addition to the staff, and, if they could, their individual libraries, once in order, would not provide sufficient work to justify the expense. Instead, however, they could do one of two things: that is to say, either engage a half-time lecturer who could organize the library as the other half of his work, or arrange for a trained librarian to put the library into order during the vacation.

The plan of having a combined lecturer and librarian is not ideal, although it is done with apparent success. It is not good for a library to become a lecture room; the status of readers should be equality; to receive advice from the librarian is one thing, but to receive it from a lecturer is quite a different matter.

The ideal arrangement for these small college libraries would be for them to engage a trained librarian three times a year to go through the shelves, mending, rearranging, checking missing books, improving the catalogue, and making the library generally into a more useful and comfortable place. It would probably be necessary at first for the whole place to be put in order, and this might take some time at the outset; but once this was done the library could be kept in hand with comparative ease—one or two weeks each vacation would probably be sufficient; most colleges could afford a librarian for less than two months in the

year. An important part of the work would be to catalogue and classify the new books, with the result that they would be on the shelves at the beginning of the term, instead of waiting for somebody to have time to attend to them.*

The classifying and cataloguing of these small half-car d-for libraries is a difficult problem, for the amateur librarians are not very long in office, probably never more than a year, and they have little time to spend on detailed library work, so that the classification scheme must be of a broad nature and the cataloguing as short as possible. In these circumstances it is difficult for the library to be more than a collection of books. Even in cases where a good scheme and catalogue existed at the beginning it is almost impossible for it to be kept up properly. Cataloguing seems to be the amateur's chief difficulty, for if the original classification scheme were suitable and simple (as indeed it generally is) the placing of new books does not present great trouble, but the cataloguing of them is an entirely different matter. The method used may be very simple—probably each entry will consist of author, title, and date—but consistency is essential, and that is where the amateur cataloguing often fails. Successive librarians have their individual ideas as to which name of an author with a double-barrelled name comes first, with the result that his works are in two divisions of the catalogue, and are never seen there as one collection. Again, two or more authors write one book, the librarian gives each one an entry; but his successor, confronted with the same type of book, considers one entry sufficient for them all. So each year the catalogue grows, and with its growth becomes more difficult to rely upon, all because of the zeal of the new librarian, who, vaguely conscious that there is something wrong, is determined that his stewardship shall be more efficient than any other, and works out his own ideas of cataloguing without reference to the work of his predecessors.

The system of fines for the return of overdue books, in vogue in most college libraries, is interesting so far as it affects both library and students, but in itself is a bad method of keeping hold of the books. Many people

consider that fines are essential; they help in the punctual return of books, and incidentally swell the library exchequer; but in fact the average student seldom troubles about the fine until he is asked for it, and to count deliberately on fines money as part of the income is bad for the moral tone of any library. Some libraries enforce heavy fines, others ask for a few pence only, yet whatever the price, by the presence of these fines the authorities acknowledge lack of trust in the students to return books when finished. It is true that there are students who like to decorate their bookcases with the college books, but with the average student a reminder for the return of a book will have a better effect than the threat of a fine; in fact many students say quite openly that if they need the book it is worth paying for it. In one college library it has been found that post-cards asking for the return of overdue books because other students have asked for them bring them back very quickly. If, however, fines are imposed, it is a mistake to make them more than a few pence, for big fines cause the indirect loss of many books. There are students who are slow readers, or perhaps need a book for a long period; they know that they will not have finished with them at the end of the given time and they may forget to ask for a renewal, with a resulting fine which they cannot afford; but neither can they do without the books, so they overcome all difficulties by taking them out without signing for them, and the books may return or they may not. Of course, occasionally books are deliberately stolen, but in most cases the loss is due to the borrowers' carelessness or the avoiding of fines. It has been proved in one college library that the books were returned at about the same rate during a term when fines were abolished as during the previous term when small fines were imposed. Under the present system students are fined only for the non-return of vacation books, and also for those which should have been returned by the last day of the term, if they are not back and have not been renewed a fortnight after the beginning of the term. The result has shown that it is generally the same kind of people who have to pay fines.††

The Times Educational Supplement.

*This arrangement in our opinion is far from ideal; it is possibly the best expedient when and only when a full time librarian cannot be engaged.—Ed.

††This paper advances several ideas in connection with library control and legislation which are of a distinctly controversial nature and cannot be regarded as a final pronouncement on the subject.—Ed.

The Library Movement in Baroda

and its comparison with library conditions in the Punjab

By Ratanchand Manchanda

Hailey College Library, Lahore.

I have had a short visit to Baroda—the only State in India which has inaugurated a real library movement and has established a net-work of free public libraries. Although time and circumstances did not permit me to travel in the state to see that net-work of

libraries which the Maharaja of Baroda has established and I had to confine myself to libraries in the metropolis I could gather from the spirit of library workers and the work done by them there a notion of the work that was being done throughout

the length and breadth of the State.

In the following pages I shall try to give you glimpses of different phases of the library movement that the Maharaja has inaugurated in his state, side by side comparing it with the library conditions in our own province wherever possible. To those who want to read a full account of the work done by the State I should suggest the name of Mr Dutt's* classic on the subject, an excellent work, containing all phases of the library movement in Baroda and a useful handbook for library workers everywhere.

It is said that some twenty years ago the Maharaja of Baroda while travelling in the United States of America was deeply impressed by the wonderful work done by free public libraries in moulding the character, life and culture of the people of the West. Like our own Panjab University, he engaged the services of an expert American Librarian Mr W. A. Borden, Librarian of the Young



A TYPICAL TOWN LIBRARY IN THE BARODA STATE.

* Dutt, N. M. Baroda and its libraries. Baroda : Central Library.

Men's Institute, New Haven—to organise a library department in Baroda.

Mr Borden having founded the Central Library in the capital city planned to establish a net-work of free public libraries throughout the state, and started a training class to coach men and women in library work to take charge of them. On Mr Borden's recommendation the Government of Baroda founded a system of grant-in-aid to rural and urban libraries similar to that we have in the Punjab Education Department for schools. By the initiative of the Government and by private enterprise there have been established now about eight hundred free public libraries, with a stock of six lakhs of volumes and a circulation of four lakhs of books in a year amongst seventy thousand readers in rural areas alone. Besides these there are two hundred newsrooms which possess newspapers and magazines only.

Just as in the Punjab religious societies, philanthropic persons and the public in general have taken a most important part in establishing a net-work of schools throughout the province, taking advantage of the grant given by the Education Department similarly the people of Baroda have also not been slow in taking advantage of the facilities afforded by the state for the establishment of libraries for their culture. When times become normal shall we in the Punjab divert the attention of the Education Department to this important phase of educational work, as important as schools, which has so far been comparatively ignored?

The Maharaja of Baroda realized that the idea of establishing a school at a certain place without supplementing it by a public library was trying to build a house on sand without foundations. The purpose of a school, thought he, is to teach boys and girls how to read and that of the library to supply the material for reading. Unless the education of the boy or girl who has finished his or her education in school is supplemented by a library he or she generally lapses into illiteracy. He becomes as dangerous to society as a half-educated doctor for his patients. The Government of Baroda therefore are establishing a library in every village possessing a primary school.

In Baroda as soon as a boy or girl leaves the school he or she becomes a member of the public library where, unlike our public libraries, nothing is charged for borrowing books for home use and continues his or her

education throughout life. People so educated become true citizens of the state.

The government of every state, more or less, depends for direction upon the intelligence and sense of discrimination of the people. This intelligence and sense of discrimination is exhibited by their vote for their representatives sent to municipalities and legislative councils. What to talk of illiterates there are a number of people everywhere who are not illiterates in the literal sense of the word, but having no cultural education they have no sense of discrimination between right and wrong and therefore follow blindly and without the exercise of judgment the leadership of those who would corrupt justice and endanger public safety to meet their own ends.

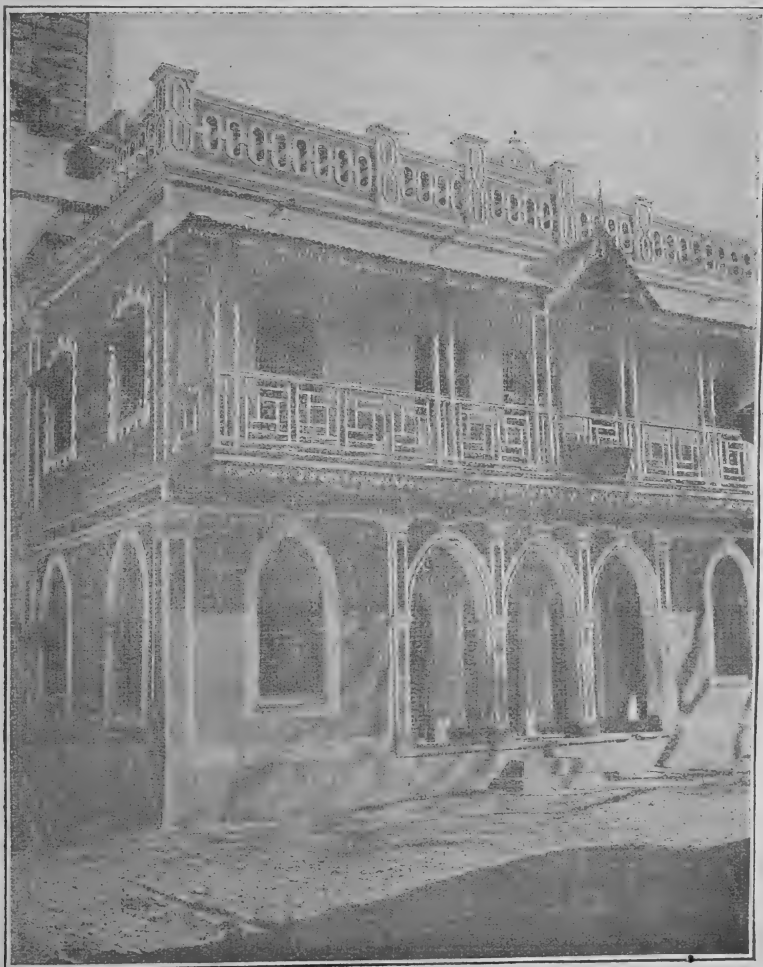
To enlighten the masses in this sense of discriminating between right and wrong the Government of Baroda have given them the boon of free public libraries throughout the length and breadth of the state. The education and culture attained through the medium of these libraries make them prosperous—healthier, more industrious and wiser than those who do not have such culture.

The village library in Baroda is generally the best building in the village. It is the intellectual centre of the inhabitants of the village—a meeting place for the discussion of local as well as national subjects. On the walls of the library is found a chart containing statistics about the village, e.g., the population, the number of literates and illiterates, occupations in which they are engaged, etc.

In remote places where there are no library facilities for its inhabitants or libraries of which places do not contain sufficient number of books to meet the demand of readers a system of travelling libraries have been established, so that no one in the state should be handicapped by his geographical location to access to library books. There are five hundred boxes in the central library each capable of holding fifteen to thirty books. To books are added indoor games and amusements as well as stereoscopes and stereographs depicting beautiful scenery on varied phases of life in different parts of the world for children. These boxes are despatched at the state's expense to any library, school, factory, hospital or to any responsible person who

undertakes to distribute the books in his locality. The travelling libraries have a stock of eighteen thousand volumes. About sixteen thousand volumes are circulated in about two hundred centres in a year.

which carries on its work by means of popular lectures, illustrated by cinematographs and magic lanterns, redispicians, picture post-cards, stereographs and stereoscopes. These shows are very popular and



A TYPICAL VILLAGE LIBRARY IN THE BARODA STATE.

In spite of free and compulsory primary education in the state the majority of the people are still illiterates. Such people cannot make use of the facilities afforded by the state for self education and culture. To meet the needs of such people the state has established a Visional Instruction Department,

are attended by huge crowds of men, women and children.

Another phase of the library movement and another quest of the library worker is concerned with getting the people to desire to read books. It is a problem of promoting national intelligence by creating among the

people a wide-spread love of reading. It is no fault of librarians or library trustees, we say, if people do not make use of the facilities afforded for them. Libraries in Baroda make use of the educational and other agencies of the state, schools, colleges, clubs, factories, hospitals, etc., in creating among children and adults a desire for reading. Attention of the people is diverted to the best works of fiction, the most thrilling and interesting of the biographies of great men, best books dealing with health and longevity in life, the most subtle of modern mystery stories, the best publications of historical events and best books dealing with various professions, carpentry, agriculture, dentistry, photography, etc.

Cannot the librarian solve the unemployment problem by creating among boys a love for manual work and a desire to occupy themselves in various industries? In Western countries as soon as a boy leave his school he generally joins a factory or a technical school where he gets his professional training. It is no doubt true that the Government here has not afforded enough facilities for technical work for educated young men. But we cannot also deny that educated young men in India are generally averse to technical work. How may educated young men join the Dying Institute at Shadara, the Hosiery Institute at Ludhiana, and weaving institutes at Lahore, Amritsar, Lyallpur and several other places? Shall we get employment after learning the work? they enquire, if anybody suggests them to join these institutions. Why it is so? Because the spirit of enterprise, the dignity of manual work, and the desire for independent professions has not been created in them either by the teacher or the librarian.

In children's Library and Playroom at Baroda, you will find games made by the children themselves on the initiative of the librarian who gives them toy making books written for children. Mr Dutt, the Curator of the Baroda Libraries, showed me toy ships and other beautiful wooden and metal toys made by the children themselves which I was wonderstruck to see. He was proud to say that these children will some day become good mechanics and artisans.

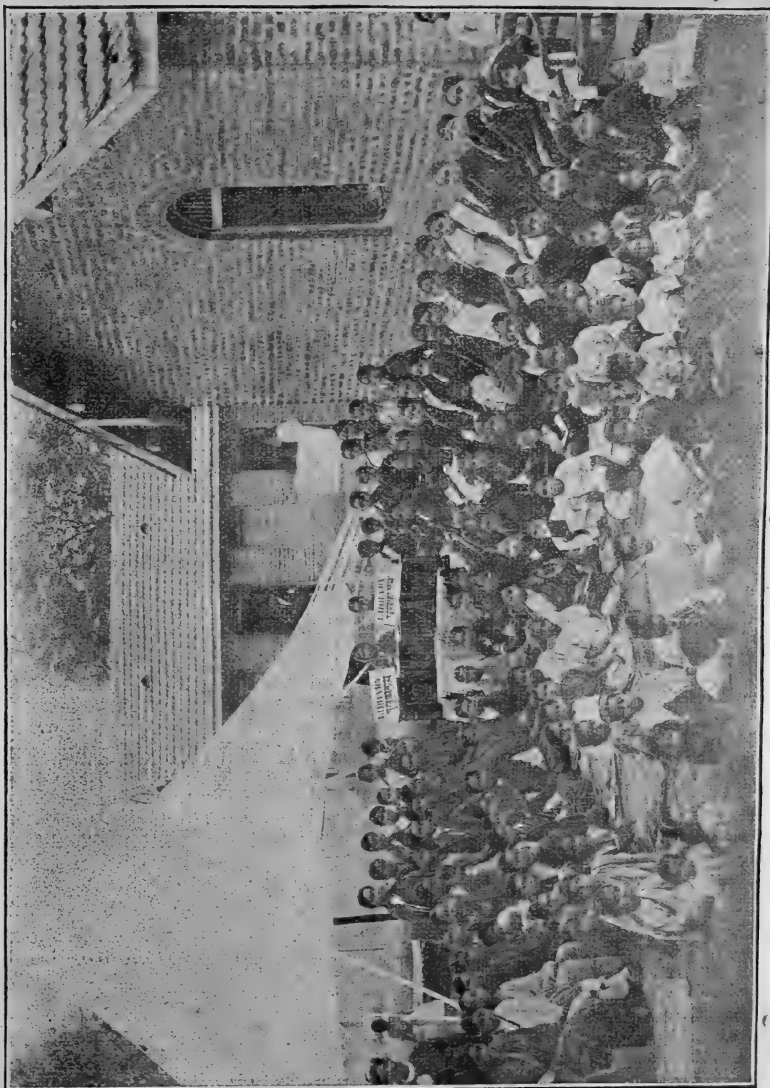
The Library Association of the state holds conferences at various centres to arouse interest among the people in libraries and in their use. It makes people realize in the first place the necessity

and pleasure of books which contain knowledge of what is going on in the world, and in the second place that there are libraries which have resources at their disposal to give that knowledge and that pleasure. These conferences also invite the attention of the social workers, educationalists and the public in general to this important aspect of social and educational work. With these conferences library exhibitions are held where the attention of the people—men, women and children is directed towards the use of libraries. A *Library Day* is also occasionally held throughout the state. On that day the importance of the establishment of libraries is brought home to the minds of the people and money is collected for the establishment of new libraries and to support those that already exist. The Association is running a co-operative society, which purchases wholesale books, periodicals and library supplies and distributes them among the libraries in the state. It has recently published a Classified catalogue of 8,000 best books in the Gujarati language, a Directory of the libraries of Gujarat, a scheme of classification for Gujarati books and author tables.

To compare it with own city—Lahore, for instance, there are thousands of people, living not in the rural areas but within a stone's throw of our most important libraries, who do not know what change in their life, a new sphere in their horizon, what marvels in building their character and what pleasure to their daily life they can add if they use the richest treasures that are stored in their libraries. How many libraries in Lahore do any sort of publicity? How many of them create desire among their readers to read more? How many of them guide their readers in the use and selection of books? None!

Library trustees in the Punjab do not realize what trained, efficient, well-paid, and missionary spirited librarians can do in moulding the civic life, culture and happiness of the citizens. They do not know what change the right sort of librarian can bring in the political, social and industrial development of the country by changing the horizon of the young men and women by placing in their hands the right sort of books. They do know what huge work there is for the staff in a library of a Western type.

A public library in Lahore recently, I am ashamed to say, did not allow its librarian to take a course of training in librarianship because after getting the training he will be in a position to get a better job and will leave them.



LIBRARY EXTENSION WORK AT A PLAGUE CAMP.

I have enumerated here briefly the essence of the library movement in Baroda. This is what we want to inaugurate in the Punjab. We are simply urging in the Punjab as they have done in Baroda that there should be a library in every town and village in the province as a supple-

ment to the school to give every one opportunity to make his life happier and more useful to himself and to his town, to the society to which he belongs, and to his nation.

In these days of political and social unrest when people want a larger share in

the working of the government, when young men are feeling the burden of the chains of society in matters of marriage, caste system and such other social customs, when the development of home industries is becoming an imperative necessity to employ hoards of young men who come out of schools and colleges every year, in one word, the whole political and social outlook of the people is on the verge of a drastic change there is more great necessity for a diffusion of knowledge in the people by the establishment of a net-work of free public libraries throughout the country than was ever before in the history of India.

When we recognise what an important part the libraries are going to play in moulding this outlook of the people for those

drastic changes, we should recognise the important role of the librarian, who has to play the most important part in it. Librarians ought to be given the same recognition in a public way as is being given now to professors in colleges and universities and the work of the librarian should not be considered as that of a caretaker but that of a teacher, professor or a missionary and *his work that of educating the people.*

In this part of the article I have tried to give you a broad glimpse of the library-movement in Baroda comparing it wherever possible to our own. In the next part of this article I shall relate to you the actual working of the Baroda Central Library and shall try to compare it with the working of our own public libraries.

(To be continued.)

Book Reviews

Dutt, N. M.—Baroda and its libraries. 1928
Baroda Central Library. 191 pp,
Rs. 2-4-0.

This book is a second contribution in India to the literature on library work, the first being *The Punjab Library Primer* by A. D. Dickinson. It is a comprehensive survey of library work done in Baroda. Baroda has made wonderful progress in the working of libraries on modern scientific methods. Planning of libraries on open access system, Newark system for charging books, up-to-date system of cataloguing books and a scheme of their classification are given. The wonderful scheme of rural and urban libraries, the system of grant-in-aid for them and their working is very well explained. The system of travelling libraries by which books are sent to people's homes, methods of visual instruction by which illiterates are given knowledge of the world, and the work of the library association in creating among the people the desire for reading books by holding conferences are related. Reference work and guiding the readers in the use and selection of books, which is generally ignored in our libraries, is very well advocated. In short it is a book which should be in the hands of every school, college or public librarian who desires to serve properly the community he is inten-

ded to serve. Not only he should possess it but also should follow the methods adopted in Baroda in library service. In the concluding part of the book Mr Dutt gives a list of books on library science which the central library possesses for library workers and the possession of the most important of them is very essential in the organization of libraries on modern scientific lines and their constant reference in library service to readers. I should only add that so far as the system of classification of books is concerned librarians who are re-organizing their libraries on modern lines should not adopt the Borden system of classification given in the book but should follow the Dewey Decimal classification system, which is the most popular system of classification in the world.

R. M.

Henderson, Archibald.—"Contemporary Immortals" Appleton. 209 pp.

This is the type of book for which a ready sale is invariably guaranteed, appearing as it does, in the age when people prefer their diets abbreviated and condensed. Mr Henderson has undertaken the responsibility of selecting what to his mind seem the likeliest of all living personages to be remembered and admired into posterity. His list includes Einstein, Gandhi,

Edison, Mussolini, Shaw, Marconi, Jane Addams, Orville Wright, Paderewski, Curie, Henry Ford, and Kipling. Such an undertaking invariably excites criticism and disagreement but from the author's point of view is good business because the book will sell. People prefer, despite the revived popularity of the biography, to have their facts assembled and presented in a way that gives them the most information with the least effort. Each member of this fortunate and scintillating coterie is undeniably important, all are significant. Yet many will justifiably rebel against the mention of G. B. S. as representing anything as durable as the stuff of which immortality is made. Paderewski has his peers in statemanship and many will insist that his mastery of the pianoforte is matched, even surpassed by a handful of twentieth-century musicians. Henry Ford is a billionaire mechanic, and to many the enigma with which the average public is pleased to surround him, is as penetrable and transparent as a clean window. The book contributes nothing new. The treatment of each in itself is entirely too superficial to be important; in itself, as a personality monograph. For purposes of general information it should be read, a job that can be compassed in the space of an hour or two. M. M. W.

Kennedy, Margaret.—"Red Sky at Morning". Doubleday Page. 351 pp.

A fairly entertaining though unimportant novel, far below the standard set by the authoress for herself in "The Constant Nymph". We have here the story of a hodge-podge of English life, tinctured with the daub and glitter of Bohemian dereliction. There is an adequate love interest, few crises, no fundamental purpose or philosophy. Conventional restraint is observed throughout but this same restraint does not elevate the book to the dignity of artistic economy, for the reason that the characters themselves are lacking in the elements of both force and dignity. A good book to read on the train, or during vacations-innocuous, superficial, and unreflective, the total result being neither nutritious nor polluting. M. M. W.

Krehbiel, H. W.—"A Book of Operas", Vol. I, Garden City Pub. Co. 345 pp.

This book is delightful, not only from the point of view of the author's selections,

but from that of his sympathetic and authoritative treatment. Krehbiel has long been identified with musical criticism of the highest order. Naturally the book presupposes an accidental understanding of the fundamentals of its music. But it can be read with much interest by orientals, especially by such as have developed a nascent taste for western music. To attempt to cover the operatic field within the short compass of two volumes is a work no serious critic would consider. But it is quite possible to touch the higher lights of the Teutonic, Slavonic, French and Italian Schools and thereby convey an accurate representative picture of the whole field. In the first volume, seventeen operas are discussed, not only from the point of the musical score, but from that of the libretto. Krehbiel's treatment is appreciative rather than critical yet his enthusiasm never overrides the restraint of cultivated musicianship. Beethoven's single opera is discussed, dissected, in a firm, if somewhat sketchy and abridged way. Mozart inevitably is given several chapters, the one on *Don Giovanni* being particularly interesting. Rossini, Verdi, Berlioz, and of course, Wagner, occupy most of the attention of the latter three quarters of the book. For anyone knowing nothing about operas, this book is to be recommended, because the treatment of each is not technical and because enough of the libretto and sources thereof are given to produce and follow the narrative. The book is full of interesting sidelights, biographical mostly, which pleasantly punctuate and embellish each chapter.

M. M. W.

Maurois Andre. Byron Appleton. N. Y. 1930. 559 p. illustrated.

Like *Disraeli* by the same author, this is a first class biography in a fascinating style. Considerably more attention is paid to Byron's own poems as throwing light on his life and character than was the case in *M. Maurois' Ariel*, and this work is in addition very much more fully documented. Thus though it lacks something of the lightness of touch of that earlier work, it is on the whole a sounder study and makes clear many of the psychological problems that confront us when we review the career of Lord Byron, that chaotic and glamorous personality. Particularly interesting is the treatment of the relationships between Byron and Lady

Byron and the whole tragedy of that impossible marriage is laid before us. We see plainly the manifest faults on both sides, but, while our sympathy is aroused in part for Byron, we are more deeply moved on her behalf. This is especially the case in that dreadful chapter entitled the Treacle Moon, a chapter in Lady Byron's life that fills us with a very real horror. The portrait of Byron, the romantic, who vainly endeavoured to be a cynic, is also well-drawn. Like all writers of biography of to-day M. Maurois is a keen student of the inner feelings of his subject and gives us a very consistent psychological portrait of him. The translation is by Hamish Miles and is ably handled, while the pictures are excellent. The volume is recommended strongly to all libraries as the book is of great general interest.

F. M. V.

Mukherji, Dhan Gopal.—*The Face of Silence.*

Dutton N. Y. 1926. 255 p.

Dhan Gopal Mukherji has a facile pen and all his books abound in purple patches of no little merit. But he is at his best, in the opinion of this reader, in children's stories and jungle tales, and too prone to sentimentality, when he attempts more philosophical or serious writing on Indian subjects. This attempt to place before us the life and teaching of Rama Krishna is marred by a lack of balance and moderation in eulogy. While it is distinctly interesting it has a superficial ring to it and the author is too often carried off his feet by his enthusiasms, which we hope are the result of a genuine emotion. However the story of Rama Krishna is well told and the pictures of Raja Ram Mohun Roy, Keshub Chander Sen, and Swami Vivekananda are life-like and sympathetic. The book, despite what has been said above, is worth reading, since the subject of Rama Krishna is one which has seldom been handled in English—certainly never in English as good as Mr Mukherji's.

F. M. V.

Raghunath Sahai & Khanna, B. N.—*Five Lights of Asia.* Lahore: Jaura. 1930. 106 pp. edited with a preface by Eric Dickinson.

Intended for the use of schools in India this little book places before young students the lives and message, of Guru Nanak,

Mohammed, the prophet, Lord Jesus Christ, Lord Buddha and Sri Krishna. In each case the matter on each particular religious master has been submitted to sympathetic hands for approval, Professor Teja Singh, Sir Abdul Qadir, Canon Force Jones, R. B. Pandit Shiv Narain, and Mahatma Hans Raj having been consulted by the authors. The book has a fine idea behind it and should perform a useful function if it succeeds in bringing about a greater mutual understanding on the part of diverse faiths. In addition it should prove stimulating to Indian minds and instil in them the highest ideals. The stories are well-told and the type of this cheap edition is clear and carefully set.

F. M. V.

Siddhantalankar, Satyavrata.—*Confidential talks to young men with a Foreword by Swami Sharddhanand, revised and enlarged. Illustrated,* Rs. 3. 248 p.

(Lahore: Atma Ram.)

The recent growth of frankness regarding sex matters has led, among other results, to a thorough study of all sex problems. Sexual science as we know it has already had its great scientists' like Kraft-Ebbing, Havelock Ellis, and Bloch. And apart from these specialists, whose work is technical and uninteresting to the average reader, there have appeared numerous popular books which set forth all that is necessary for every one to know. The book before us is of this latter kind. Prof. Satyavrata has written it with the spirit of a student, and has reviewed the sex problem in its entirety. After passing through the biology, physiology, psychology and ethics of normal and abnormal sex life, the learned writer proceeds to elaborate his theory of Brahmacharya or Sexual continence. He defines Brahmacharya as the control of oneself, a storing of one's energy in order to help growth in all directions "The message of life control". The book seeks to give valuable advice and practical guidance to the reader. In the suggestion of medicines and other remedies Prof. Satyavrata appears to combine a knowledge of Western science with Eastern tradition. He puts forth the claim that sexual science was perfected in India before it was known in any other country—a claim, by the way, which has been ac-

cepted by the world authority, Havelock Ellis.

The usual defect with books on sex is their appeal to prurient minds. It is to the credit of the author of this book that

it does not possess such appeal. The style is healthy, clear, and precise. On the whole, the book can be recommended with confidence to all those who seek necessary and reliable information about sex.

M. H. A.

Library Notes and News

Books as Medicine.

COLLABORATION OF LIBRARIAN AND DOCTOR.

At the last annual meeting of the British Library Association, held at Cambridge, it was pointed out that books have a medicinal value in hospitals. Often the ward sister goes to the librarian and tells him that a certain patient is suffering from depression of mind and requests him if he could do anything for him. The librarian asks the sister the disease of the patient and what change is necessary in his mental attitude to improve him. Having learnt the elementary points of case-history of the patient the librarian prescribes a book for him to fit the disease. After a week or two the sister reports to the librarian that the patient has much improved; his mind having been healthily occupied. It is a fact, beyond doubt, that selected readings play a very important part in curing mental diseases. Good books elevate the mind of the patients and they begin to improve.

Hailey College Library, Lahore.

In our Library we have over 2,800 volumes, out of which 600 volumes were added during the previous year. We are building up a most efficient collection of books on commerce and kindred subjects and one of the most pleasing features of our library work is the response that the students of our College are making to our efforts to improve and develop the library. As a result of their appreciation and their desire for greater facilities in this direction we have found it necessary not only to increase the opportunities for borrowing books but also to open the library for a longer period each day in order to meet their demands. We are practically allowing them to borrow from the library for home use any reasonable number of books they require for their study. It is all part of our definite

policy that our library should be the intellectual centre of the College and that the best place for library books is in the reader's study and not on the shelves of the library. We have increased the opening hours of the library from six to nine. It opens now from 9 a. m. to 3 p. m. and again in the evenings for 6 p. m. to 9 p. m. The original proposal was to open the library for twelve hours a day from 9 a. m. to 9 p. m. but on account of the present financial stringency it is not at present possible. As soon as times became normal the original proposal will be carried out. All the resources of the library, books as well as magazines and newspapers, are available for use during these hours. The library rooms have been equipped with two-seated tables with a partition in the middle of each table to enable a student to occupy a separate seat of his own and work in quiet library rooms. The students are making good use of the facilities afforded to them. The library rooms are generally found crowded with readers, particularly in the evenings when students prefer to do all their study in the decent and quiet library rooms, equipped with beautiful furniture and lights rather than in their own rooms which generally are not so well equipped and convenient for study. Arrangements are being made to keep the library rooms warm in the evenings in winter.—R. Manchanda, Librarian.

The Modern Librarian.

NOTICE.

The next issue of the Modern Librarian will be the Conference Number—a joint issue for the months of March-April, 1931. It will contain useful articles from prominent educationalists and librarians in India.

The Library Association, Lahore.

Representatives from institutions in Lahore to the Council of the Association.

Public Libraries.

Punjab Public Library—Lala Ram Lathya, B.A.

Sir Ganga Ram Library—Prof. Krishna Datta, B.A., (Oxon) Bar-at-Law.

Colleges.

Central Training College—Prof. W. A. Barnes, B.A. (London)

D. A. V. College—Prof. M. N. Zutshi, M.A.

Dyal Singh College—Prof. Bhupal Singh, M.A.

Forman Christian College—Lala Sant Ram Bhatia.

Government College—Lala Abnashi Ram Talwar B.A.

Hailey College of Commerce—Mr Ratan-chand Manchanda.

Islamia College—Kh. Dil Mohammad, M.A., F.P.U.

K. E. Medical College—Pd. Bhagat Ram, B.A.

Kinnaird College—Miss A. Hari Narain, M.A., B.T. (U.S.A.)

Meclagan Engineering College—Prof. B. N. Singh, M.A.

Oriental College—Dr Lakshman Swarup, M.A., D. Phil. (Oxon).

Sanatan Dharm College—Prof. Nand Ram, M.A.

Schools.

Central Model School—Lala Amar Nath Kapur, M.A.

Kinnaird High School—Miss D.H. Daniel.

Mission High School—Mr Mohammad Ashraf.

Sanatan Dharm High School—Lala Jagdish Chandra, B.A., B.T.

Y. M. C. A.—Mr J. C. L. Nasir.

First All-Asia Educational Conference Library Service Section

CIVIC RECEPTION OF THE DELEGATES AT BANSBERIA.

The town of Bansberia was *en fete* on 31st December last to welcome delegates to the First All-Asia Educational Conference, Library Service Section. Accompanied by Kumar Munindra Deb Rai Mahasai, M.L.C., the delegates motored from Howrah to Bansberia—a distance of

30 miles, visiting all the important libraries on the way, which were kept open to receive them. The Civic Reception was held at the Bansberia Public Library Hall which was tastefully decorated on the occasion. Kumar Munindra Deb Rai Mahasai, M.L.C., of the Bansberia Raj. Chairman, Bansberia Municipality, welcomed the delegates on behalf of the Commissioners and residents of the Municipality. In the course of his address, he alluded to the part Bansberia played for some centuries in the educational advancement of the country. It was once the seat of a University of Oriental learning, which had three scores of Sanskrit Colleges within its fold. It was founded by Rajah Rameswar Rai, a descendant of King Ganesh of Bengal, in whose Court the Sanskrit Ramayana was first translated into the Bengali verse. In conclusion, he asked the delegates to evolve a scheme for the liquidation of illiteracy in the town. This was his highest ambition. On behalf of the delegates Mr. S. S. Ranganathan, M.A., F.L.A., Secretary, First All-Asia Educational Conference, Library Service Section, made the following reply:—It is a great pleasure for us to be in Bansberia and taste its hospitality. As the Chairman stated, during his ancestor's time this was a University centre and his ancestors were patrons of learning. True to the high traditions of his illustrious family, the Chairman of the evening is himself a leader of this district in Educational matters. While he is doing not a little to improve the civic amenities of the town, he does not regard his duties as being ended by giving pure water and physical light. He is as eager, to give the people intellectual light. He is the pioneer in the library movement of Bengal. On behalf of the delegates, I convey to the Chairman and the people of Bansberia their heartfelt thanks to the great consideration you have shown to the humble work the library workers are doing in the service of our motherland. After a very interesting lantern lecture by Mr Ranganathan on the gradual development of the library movement in the West and a classical dance and song by Miss Aruna Sinha, a girl of six years, the proceedings terminated.—T. C. Dutta, Joint-Secretary. Bansberia Public Library, District Hoogly Bengal.

All-India Library Conference.

LAHORE, DECEMBER 1929.

Statement of Accounts.

Income.				Expenditure.			
	Rs.	a.	p.		Rs.	a.	p.
Subscriptions and				Stationary	...	34	2 9
Delegate fees	...	495	0 0	Postage	...	116	8 0
Staff fees	...	97	0 0	Establishment	...	97	8 0
Electric Supply Co. refund	...	22	8 0	Transportation and Ry. Freight	...	75	15 0
				Telegrams	...	16	5 0
				Printing and propaganda	...	187	9 0
				Delegate Entertainment	...	7	8 0
				Electricity	...	26	9 0
				Miscellaneous	...	22	7 0
				Total expenditure	...	584	7 9
				Balance paid to the Library Assoc. Lahore	...	30	0 3
Total	...	614	8 0	GRAND TOTAL	...	614	8 0

Audited and found correct.

Abnashi Ram Talwar

Sant Ram Bhatia

Auditors.

Parma Nand,

Treasurer.

M. S. Bhatia

A. K. Siddhanta

Ratanchand Manchanda

Secretaries.

F. MOWBRAY VELTE,

Chairman of the Council,

Library Association, Lahore.

Dated the 22d May, 1930.

What to Read in Political Economy

POLITICAL ECONOMY.

Burns, Arthur R. and Eveline M. *The Economic World.* 320 pp. 1927. University of London Press.

A simple introduction to the mechanism of the economic world and its operation. With illustrations, and some "notes on further reading."

Cannan, Edwin. *Wealth: a brief explanation of the causes of economic welfare.* 319 pp. 1928. King.

A sound introduction to the subject. A simpler but equally sound book is Henry Clay's *Economics: an introduction for the general reader* 476 pp., 1928, Macmillan.

***Court, H. and L.** *The Story of Britain's Wealth.* 160 pp. 1927. The Tabard Series of Handbooks of English History. Low.

A beginner's guide to the economics of daily life.

***Cunnington, Susan.** *Man's Wants, Work and Wealth.* 186 pp. 1923. Pitman.

A beginner's course in economics, discussing the familiar details and experiences of ordinary life from their economic aspects, and connecting the practical and the visible with the underlying theory of the science of economics.

***Dane Edmund.** *The History and Adventures of a penny.* 126 pp. 1921. Mills and Boon.

A simple story which sets out some of the leading and elementary truths of economics, and more especially those relating to wages, prices, production and exchange, the true association between capital and labour, and showing the part played by science, invention, and skill.

***Fiennes, Gerard, and Pilkington, L. G.** *Getting our living.* 157 pp. 1925. Bell. 1-6-0. A brief elementary introduction to the economics of daily life. Illustrated

Gide, Charles. *First Principles of Political Economy; translated from the French by Ernest F. Row.* 158 pp. 1927. Harrap.

Written for those who have never studied the subject, but not elementary in form.

Gough, George W. *Wealth and Work.* 268 pp. 1920. New Era Library. Philip.

An elementary introduction to economics, the stuff of economics, how the economist deals with it, and how it affects the wealth and welfare of both citizen and state.

Jones, Robert. *Everyone's Economics.* 320 pp. 1924. Sidgwick.

A book of special value to young students, but eminently suitable for general reading by older boys and girls.

Le Mesurier, Mrs. Lilian. *Common-sense Economics.* 240 pp. 1926. Murray.

A sound and practical elementary book for schools and general readers.

Marshall, Alfred. *Elements of Economics of Industry.* 454 pp. 1928. Macmillan.

An adaptation of the author's larger work *principles of economics*. Professor Marshall is a recognized authority who has a practical knowledge of industrial operations, of which he traces the historical development.

O'Brien, George. *Labour Organization.* 191 pp. 1921. Mathuen.

A brief account of the principal forms of organization adopted by the working class to improve their condition: Trade unions, profit sharing and co-partnership, co-operation, etc.

Penson, Sir T. H. *The Economics of Everyday Life.* 2 v. 1927-1928. C.U.P.

A first book of economic study. Aims to speak clearly to the student who has no previous knowledge of the elementary principles of economics. With a bibliography.

Ruskin John. *Unto this Last.* 335 pp. 1907. Everyman's Library. Dent. 2, 3. A protest against the orthodox ideas of the time. 1862, when it was first published. Its substance it is Ruskin's theory of political economy, the most powerful

presentment of his critical as distinct from his constructive theory.

Shaw, G. Bernard. *The Intelligent Woman's Guide to Socialism and Capitalism.* 531 pp. 1928. Constable.

A most stimulating book for older readers, not so narrow in its scope as the title suggests, for it deals with such subjects as communism; eugenics; the courts of law; church, school, and press; merit and money; the tyranny of nature; personal righteousness; money; banking; how the War was paid for, etc. A reply to this book is Mrs. Le Mesurier's *The Socialist Woman's Guide to Intelligence* (Benn).

***Vaughan, Dorothy M.** *Buyers and Makers: an introduction to social economics.* 141 pp. 1929. Longman's Introductory Books on Science.

The English economic system described for younger readers.

Weston, W. J. *Economics: an elementary textbook.* 216 pp. 1926. Gregg Publishing Co.

How the English nation earns its living a, popular outline. Author is Head of the Polytechnic School of Commerce London.

INDUSTRIAL HISTORY

Allsopp, Henry. *An Introduction to English Industrial History.* 190 pp. 1929. Bell.

An interesting survey: the manorial system, towns and guilds, state-regulation and the mercantile system, the industrial revolution. With three maps and a short bibliography. A simpler book, is *Social and Industrial History of Britain*, by A. A. W. Ramsay, 322 pp. 1926 (Chambers) With illustrations and lists of books (including fiction) for additional reading.

Ashley, Sir William J. *The Economic Organisation of England: an outline history.* 220 pp. 1919. Longmans.

A brief but valuable introduction for the beginner, with a list of "suggestions for further reading." A useful survey for the past fifty years is *The Main Currents of Social and Industrial Change, 1870-1924*, by T. G. Williams, 322 pp. 1925 (Pitman)

***Bowman, F. L.** *Craftsmen and Merchants.* 159 pp. 1925. Black.

A simple outline of economic history for young readers. With illustrations and a bibliography.

***Claxton, William J.** *Our Country's Industrial History.* 253 pp. 1924. Harrap.

A simple outline, for younger readers, of English industrial history, with brief biographical sketches of some of the great inventors. With illustrations and maps.

***Court, H. and L.** *The Story of British Trade and Commerce.* 160 pp. 1927. The Tabard Series of Handbooks of English History. Low.

A historical account of Britain's growth and greatness from the industrial and commercial aspect. Covers new ground, especially as regards the 19th and 20th centuries—mentioning, for instance, the coal trouble of 1926 and the Finance Bill of 1925. Illustrated.

Cressy, Edward. *An Outline of Industrial History, with special reference to problems of the present day.* 378 pp. 1929. Macmillan.

An attempt first to connect more closely the dead past with the living present; then giving a more realistic picture of the growth of the English national industry and commerce. With a "list of books for further reading."

Cundall, L. B., and Landman, T. *Wales: an economic geography.* 374 pp. 1925. Routledge.

Attempts to show how physical conditions have influenced commercial development. With illustrations and a bibliography.

Cunningham, W., and McArthur, Ellen A. *Outlines of English Industrial History.* 292 pp. 1910. Cambridge Historical Series. C.U.P.

An authoritative handbook for the general reader. A similar book is *The Industrial History of England*, by H. de B. Gibbins. 254 pp. 1926. (Methuen.)

***Dance, E. H.** *Outlines of British Social History* 244 pp. 1929. Longmans.

A sketch of social conditions from the stone age to the days of trade unions and

co-operative societies, for younger readers. Illustrated.

***Dooley, Eleanor.** England in her Days of Peace. 262 pp. 1920. New Era Library. Philip.

The social and industrial history of England, told in simple fashion, with a list of books to read and consult.

Fisher, Mr. H. A. L. Then and Now. 129 pp. 1925. O.U.P.

An able survey of the economic problems arising out of two great war periods, Napoleonic, and 1914-18. With a bibliography.

Jones, L. Rodwell. North England: an economic geography. 262 pp. 1926. Routledge.

Mainly concerned with the physical environments which have influenced the evolution of some of our greatest industries. With illustrations and maps.

Milnes, Alfred. From Guild to Factory. 179 pp. 1920. Macdonald and Evans.

A short introduction to the study of the economic development of England, written in popular style. With a brief bibliography.

Morris, G. W., and Wood, L. S. The Golden Fleece: an introduction to the industrial history of England. 224 pp. 1922. Clarendon Press.

The romantic story of the great part wool has played in England's industrial history. With illustrations and maps. See also the companion volume: *Romance of the Cotton Industry in England*, by L. S. Wood and A. Wilmore 304 pp., 1927, Clarendon Press.

***Tickner, F. W.** A Social and Industrial History of England. 735 pp. 1929. Edward Arnold.

A good comprehensive elementary history from the earliest times to date. Illustrated. A shorter manual is George Collier's **An Industrial and Social History of England*. 305 pp. 1919. Pitman,

Tickner, F. W. Women in English Economic History, 248 pp. 1923. Dent.

Tells in a simple and most interesting fashion what exactly has been woman's place and woman's share at all periods of the nation's story. Well illustrated.

Warner, George Townsend. Landmarks in English Industrial history. 383 pp. 1928. Blackie.

An account of the salient features of England's industrial and commercial progress from before the Norman Conquest to date. A simpler book by the same author is **Tillage, Trade and Invention*. 223 pp. 1924. (Blackie),

***Waters, Charlotte M.** An Economic History of England, 1066-1874. 630 pp. 1925. O.U.P.

A useful history for younger readers, popular in style, with many, illustrations.

Cole, G. D. H. A Short History of the British Working Class Movement, 1789-1927. 3 v. 1925-27. Allen and Unwin.

An able survey. 1. 1789-1848. 2. 1848-1900. 3. 1900-1927. With diagrams and bibliographies.

Hammond, J. L. and Barbara. The Skilled Labourer, 1760-1822. 406 pp. 1919. Longmans.

The story of the "industrial revolution," 1760-1832, a companion volume to *The Town Labour* (Longmans) and *The Village Labour* (Longmans), giving a detailed history of certain bodies of skilled workers during this period of changes: miners, cotton and woollen workers, skill weavers, the Luddites, etc. For older readers.

Lloyd, C. M. Trade unionism. 201 pp. 1928. Black.

An introductory outline (not purely elementary, however) of the development of trade unionism in this country. With a select bibliography of recent literature on the subject.

MacDonald, J. Ramsay. Margaret Ethel MacDonald. 948 pp. 1930. Allen and Unwin.

"England's first labour prime minister has written a biography of his wife which is an inspiring tribute to a life of service in the cause of labour as well as a brilliant

sketch of a gracious and lovable personality." Illustrated.

MONEY; STOCKS AND SHARES.

Bagehot, Walter. *Lombard Street: a description of the money market.* 372 pp. 1924. Murray,

"Lights up with the fire of the author's genius the road we have travelled, and helps us to see where we are and to wonder whither we are going."—*Hartley Withers.*

Duguid, Charles. *How to Read the Money Article.* 133 pp. 1925. Wilson.

A general introduction to the "city page" of the daily paper, for the uninitiated. (Limp covers.)

Duguid, Charles. *The Stock Exchange.* 141 pp. 1926. Methuen.

The somewhat complicated machinery of the Stock Exchange explained to those who know nothing about it. This edition is revised by E. D. Kissan.

Lehfeldt, R. A. *Money.* 116 pp. 1926. The World's Manuals. O.U.P.

A brief survey to enable the reader to understand the ordinary facts about money, and the special features that affect the monetary system, concluding with some suggestions for improvement. With a brief list of some books recommended.

Wade, A. S. *The Plain Man and his Money.* 128 pp. 1928. Nisbet.

A non-technical guide to stock exchange investment and speculation.

Withers, Hartley. *The Meaning of Money.* 320 pp. 1924. Murray.

An excellent general introduction to monetary science and the money market.

SOCIALISM.

Glasier, J. Bruce. *The Meaning of Socialism.* 188 pp. 1929. Independent Labour Party.

A view of socialism which is, in the main, accepted by British socialists. "Not only good politics and economics, but good literature."—*J. Ramsay MacDonald.* See also *Socialism for To-day*, by H. N. Brailsford, 142 pp., 1927. (Independent Labour Party.

MacDonald, J. Ramsay. *The Socialist Movement.* 256 pp. 1929. Home University Library. Butterworth.

A sound introduction to the meaning and purpose of socialism, by England's first labour prime minister. With a bibliography.

Shadwell, Arthur. *The Socialist Movement, 1824-1924.* 2 v. 1925. The Westminster Library. Allan.

"Its origin and meaning, progress and prospects." Though the work of a critic of socialism, it is not partisan history.

Wells, H. G. *New Worlds for Old.* 363 pp. 1919. Constable.

A persuasive statement of the aims and principles of socialism, depicting the evils for which a remedy must be found, and showing the path along which that remedy might be traced.

From Books to read; a classified and annotated catalogue, being a guide for young readers. 1930. (*British Library Association.*)

Some Important Indian Periodicals for the Small Library

Calcutta Review. (Monthly) Calcutta. Rs. 8-8-0.

A high class journal containing useful articles on literary, philosophic, economic, historical and other such subjects useful for University students and Professors and for highly educated people.

Capital. (Weekly) Calcutta. Rs. 54.

A popular periodical devoted to economic, commercial and financial problems. It contains useful articles, news and notes about business matters and articles on capital and labour problems. It is much used in commercial and public libraries in India.

Commerce. (Weekly) Calcutta. Rs. 30.

Devoted to financial, commercial and indus-

trial progress. Contains news and notes about economic and commercial current events. Includes articles and notes on railways, banks, insurance, engineering and industries etc. An interesting news organ for businessmen.

Hindustan Review. (Monthly) Allahabad Rs. 6.

A very good review of politics, literature, science and art. It contains articles on popular subjects written by high intellectual minds in India. It is popular in public libraries.

Industry. (Monthly) Calcutta. Rs. 3.

A very popular journal of handicrafts and commerce. Useful for young men engaged or those who intend to prepare themselves for industrial careers. Includes considerable information for starting small-scale industries. Contains useful recipes, formulas and processes. Reviews of books on technical subjects published every month. No public library, however small it may be, should fail to have this journal for its reading-room.

Indian Historical Quarterly. (Quarterly) Calcutta. Rs. 6-12-0.

Useful for research scholars in Indian-history. University libraries and college libraries where research work in Sanskrit Literature is being carried on should possess this journal.

Indian Journal of Economics. (Quarterly) Allahabad. Rs. 12-0-0.

It is organ of the Indian Economic Association and is published by the University of Allahabad. It contains very good articles and book-reviews by prominent Indian economists. Very well consulted in all University, college and public libraries.

Indian Review. (Monthly) Madras. Rs. 5.

A general magazine covering all important political, social industrial and literary movements. Contains useful articles by prominent politicians, educationalists and industrialists. Useful and interesting to the general reader in libraries.

Indian Social Reformer. (Monthly) Bombay Rs. 7.

Devoted chiefly to the cause of reformation of social conditions in India. Contains important articles on social affairs. Includes news and notes on general, political and social topics also.

Journal of Indian History. (3 times a year) Madras. Rs. 10.

An excellent journal of Indian history. An indispensable journal for any University lib-

rary or any public library of some importance and to any college library with a post-graduate course in history.

Journal of the India Institute of Bankers. Quarterly Rs. 4.

An excellent journal of banking and currency problems. Useful for commercial libraries business houses and persons interested in banking.

Modern Review. (Monthly) Calcutta. Rs. 8-8-0.

One of the oldest and best known magazines. Very widely circulated in public, college and school libraries. It is a favourite journal among the educated and cultural classes. Contains very useful and interesting articles on political, social, economic, historical literary and educational subjects by prominent persons. Includes abstracts of best articles from Indian and foreign magazines, book-reviews, and news and notes on current topics. No library, however small it may be, should fail to subscribe to this journal.

Mysore Economic Journal. (Monthly). Mysore. Rs. 6.

A very good magazine devoted to the discussion of all economic topics of interest. Contains useful articles on economic and financial subjects and book-reviews of recent publications.

New India. (Weekly) Madras.

It is edited by Mrs Annie Besant. Deals with political, social and educational problems of modern India.

People. (Weekly) Lahore. Rs. 6-8-0.

A high class periodical published by the Peoples of India Society. Covers all important current political, social and educational movements.

Review of Philosophy and Religion. (Monthly) Poona. Rs. 4.

The organ of the academy of philosophy and religion. As its name implies it contains articles covering all aspects of religion and philosophy.

Scientific Indian. (Monthly) Calcutta. Rs. 4.

A magazine of science and industry. Each issue contains articles dealing with practical applications of science and present day life. Includes notes on sanitary science, inventions, agriculture, engineering, manuring, technology, pharmaceutical recipes and industrial chemistry, etc.

Servant of India. (Weekly) Poona. Rs. 6.

Published by the Servant of India Society. Contains articles, news and notes on political, social and educational matters and book-reviews of important publications.

Times of India. (Weekly) Bombay. Rs. 22.

Beautiful and richly illustrated. Each issue is made up of interesting articles on literature, art drama and stories. Concise comments and news on current events. Interesting descriptive articles about India and her people in particular and about other lands in general. Beautiful snapshots and camera surveys in India. Very much used by readers

in all kinds of libraries throughout the country.

Treasure Chest. (Monthly) Bangalore. Rs. 2.

A beautiful magazine for boys and girls. Illustrated stories, articles and poems, notes on scientific inventions, health etc. No school library and a public library with a children's section should fail to subscribe to it.

Vedic Magazine. (Monthly) Gurukul Kangri, Saharanpore.

An organ of Vedic University. Includes article on educational, social, philosophical and religious matters. R.M.

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**The Lady Delegate from the Punjab to the London Round Table Conference
who opened the
LIBRARY EXHIBITION
held in connection with the
First Punjab Library Conference.**

THE MODERN LIBRARIAN

A Monthly Journal of All-India Library Service

MARCH AND APRIL 1931

Editorial

THE PUNJAB LIBRARY CONFERENCE

The First Session of the Punjab Library Conference is now over and providence helped us to achieve a measure of success which we ourselves did not anticipate. The Punjab Conference even surpassed the All-India Conference which we organised in the Christmas of 1929 when Sir P. C. Ray delivered the Presidential Address and the late Sir Moti Sagar welcomed the delegates as the Chairman of the Reception Committee. The seed sown in that historic year has borne fruits in the establishment of the Provincial Association and the holding of the Provincial Conference.

The success of the Conference is due to the selfless work done by our Secretary, Mr Ratanchand Manchanda, and the Chairman of our Council, Dr F. M. Velte who has inspired us by his devotion to this humanitarian work and love for spreading the light of knowledge. We are handicapped in many ways. We have very few workers and very meagre financial resources, but nothing can deter us from marching breast-forward. The movement stands for raising the cultural level of the masses and infusing into their minds a genuine love for good reading. The tests of advancements are

the ideas that animate the members of a society. Ideas are treasured in books and books are treasured in libraries. The movement stands for the transference of these noble ideas from books into the minds and actions of the masses.

What then have we accomplished at the Conference? It has brought us more sympathisers for the library movement. The Hon'ble Sir Jogendra Singh, a renowned scholar, will be among the patrons of this movement during the next year. Begum Shah Nawaz has also been deeply convinced of the value of this movement. The existence of the Library Association and *The Modern Librarian* seems to have simply enchanted her. Talking about *The Modern Librarian* in her concluding speech at the Conference did not she say, "It is one of the best magazines she has seen published in her own province." With Begum Shah Nawaz and the Hon'ble Sir Jogendra Singh at the helm of our affairs we may expect to do a lot and definitely establish this movement and its mouthpiece, *The Modern Librarian* on a secure footing.

What else have we accomplished? It has created among the people a desire for reading more. Collections of best

books that were displayed at the Exhibition by local libraries and bookshops diverted the attention of hundreds of people who visited the Exhibition towards the best books on almost all important subjects. Mrs Benade's collection of juvenile literature did its own part towards those who were interested in children's books.

It has again brought home to the librarians and library trustees a new conception of library work. Books must reach the people. They are not meant to be kept on the shelves of libraries. They must go out and serve the community. We have told them how to stimulate the circulation of books. Publicity posters which Mr Dutt sent for our Exhibition from Baroda made this part of our work very easy.

That the public libraries should open at least twelve hours a day to meet the growing demand of the public is a demand we have made in one of our resolutions. The old system of opening libraries for a few hours in the mornings and a few in the evenings was quite good when libraries were only meant to supply books for the recreation of the people. The modern library is a laboratory and a workshop where people come not only to get books for their recreation but also to learn more about trade and business. People now come to the library to increase efficiency in their occupations to enable them to earn more.

The Conference has done a great thing by bringing to the notice of library trustees the need for the addition of reference librarians to their library staff. Dr Velte while moving the resolution took the audience by surprise when he said, "We go to the library sometimes without having an idea of what we want." It is the reference librarian who introduces the visitors

to books and creates the demand for the readers. The Hon'ble Sir Jogendra Singh was indeed delightfully amazed when he heard about this new conception of librarians' duties.

We also want to re-organise those school, college and public libraries which are following old methods. Indeed, the Conference has decided to move the education department in this matter. Not only this. It has also made provision for training more librarians for this re-organisation work by starting a summer school.

What has this Conference done for the extension and development of libraries in the Province? Free public libraries have so far been purely a dream. We have, indeed, called upon the Municipalities to open free public libraries for their citizens. We have also requested the Government to establish a system of grant-in-aid for the establishment and maintenance of such libraries. How much of this we are to get done is a job for us during the next year. There has been more awakening in the librarians at this Conference. They seem to be shaking of their lethargy and coming to the front. Indeed, L. Ram Labhaya Sahiblok, L. Des Raj Sabarwal, L. Abnashi Ram Talwar, and L. Naubahar Singh spoke fervently in support of certain resolutions. We see a brighter future. They will, we are confident, take more active part in the work we have set before us during the next year.

At the Conference we have decided to establish district library associations. Mr Gopal Das of Ludhiana and Mr S. M. Dattatarya of Lyallpur have agreed to establish library associations in their districts. Indeed, these gentlemen are keen not only for improving their college libraries but also organizing other institutional as well public libraries in their own districts.

M. S. B.

The Library as a Field of Research

By Rev. B. C. Harrington, M. A.

Librarians' in the Universities and the great cities of all nations of the world have shared with professors the high privilege and pleasure of directing men and women in the pursuit of knowledge. Without the skilled services of trained librarians, any systematic research, whether in the sciences or in the humanities, would be an impossibility. It must be a day of glory when the head of the research division of a great library comes to see on his shelves the published works of dozens of students whose labours he himself has simplified and organised. He feels himself in the midst of no mean company, those men and women who have set out to enlarge the field of knowledge. You may have read in one of the well-known magazines of your profession, those eloquent words of Nutting, quoted by the head of a great Library school:—

"The true research worker is the calibre of the pioneer, and he feels that same lure, the same fascination, that impels him to advance the frontier of knowledge in any direction which may be open to him on earth, in the heavens, or in the depths of the sea. He is seeking neither fame nor fortune, but his aim is always to penetrate a little further into the unknown than have his forbears or companions; to advance the frontiers of knowledge, if ever so little."

I am not writing mainly of the services which librarians perform for other research workers, as important as they are. For I see in every res-

possible librarian trained for his work, one who is or may be a research worker in his own right. I am interested in bringing afresh to your attention the importance of research as contributing to library science itself. You here in Lahore are making a brave and energetic attempt to establish both a science and a profession. You seem to be succeeding remarkably well. Even so, I am sure that if you come to look with enthusiasm upon research and experiment in library science, you will find that both your science and your profession will be the gainers. Added to this will be your own personal thrill at having a share in "advancing the frontiers" of library knowledge.

True research sets itself to gather data for the sole purpose of bringing it to the service of others. Just "getting together facts" is not particularly praiseworthy. The true justification for the hours and funds spent on research can only come in the use to which the data are put. As one writer has said, "research is worthy or unworthy according to the ratio of the cost to the value of the product. It is like all other human things, fine or selfish, a carving or just chips." I would therefore set this down as a principle to which we would all agree, I am sure, that research in library science should deal with facts or data which will be of service. We would not insist that all our facts or records must be used forthwith, in the very month or year gathered; in fact it may well be true that future demands of library science may find essential data which

now seem to clutter up our drawers and cabinets.

Secondly we find ourselves in agreement on the growing demands made on libraries in India. Only the bitterest pessimist will fail to foresee a continual advance of the library movement as this nation develops further its educational programmes. We can be quite dogmatic on this point, that the actual number of libraries and books is bound to be multiplied vastly in the next decade. But we can as surely prophesy the emergence of many new problems for the librarian; fancy the changes which will sweep through your quiet halls when the number of readers is quadrupled, when workers and peasants vie with professional men in their clamour for books, when the selection of books, guidance in reading courses, and many other problems will take on a new urgency and require immediate solution. The habit of research by librarians and their assistants, starting at the beginning of this most interesting of all decades in modern history, would be timely preparation for their highest usefulness to the people, as well as to their science and profession.

Thirdly, we may consider together the international aspect of this contribution to library science. We in India are continually falling further into debt to the scholars and the library experts of the more experienced library centres of the West. But gratitude is in this case not so much in place as co-operation, and a deliberate attempt to respond by contributing to the knowledge of library technique as worked out in this country. There is an international spirit about this profession of yours, where you recognise no national or linguistic limits to the excellence of the human intellect as enshrined in books. You may say, then, that you

recognize a kind of obligation to advance this science by your own studies and investigations.

The characteristics of sound research do not require elaborate discussion in this place. We may only remind ourselves that its essentials are (a) a careful definition of the objective, of the problem and its component parts; (b) some adequate criteria of success, some standards alongside of which we may lay our final solutions; (c) well-considered experiments or methods of research; (d) systematic records of the results achieved or the data accumulated; (e) drawing conclusions from the facts collected; (f) provision for publishing the account of the research; and (g) provision for the use of the data and the conclusions.

Generally speaking, most pieces of genuine research, whether historical, survey or experimental in type, will have these characteristics. Looked at broadly, they boil down to these tests:—Have you analysed and defined your problem? What standards must be met by the answers you hope to obtain; What method will you use to get your facts? What will you do with them when you get them?

It will be readily seen that you and I are daily conducting small pieces of investigation;—solving our daily problems each with some of the characteristics of pure research. But they are generally on too small a scale, or they are not carefully analysed, or we do not provide for the accurate recording of our facts and observations.

But of supreme interest to you, I am sure, are the *questions* which invite research. Some which I may suggest from a layman's standpoint may have puzzled you for years. On some of them you may have already done sound research. Still

others may, on mature consideration, be discarded as unnecessary or too difficult. My purpose will be well-gained if you find that even more compelling problems emerge in your thinking.

The general nature of the problems presented for research to students of a Library School (University of Chicago) is shown in the following list:—

1. Study of adult reading habits, to determine what accounts for reading interests or lack of them.
2. The problem of improved library methods.
3. Principles of classification for special materials, such as manuscripts, prints, maps, etc.
4. Historical studies, *e.g.*, development of printing, growth and influence of libraries.
5. Problems of administration and finance.

In one of the finest library systems of the United States (Cleveland, Ohio), the Readers' Adviser annually selects a problem for research. — One of these was this question:—Do public talks on books tend to crystallize or unify the relatively diffused interests of the people?

A school of Library Science (Syracuse University) made an experiment with the First Year men and women of the University, seeking to give library instruction to all of the 1500 young people in that class. Careful investigation was made of the causes of dissatisfaction with former plans. A group method was adopted in order to cope with the large numbers involved. The device used was a true-false test. This was made of several groups of puzzling but interesting statements or questions, each

group preceded by a list of suitable references. When a student had sought to answer each question and mark in accordance with his study, he would have consulted all of the important reference works of the Library. Although the final conclusions regarding the experiment are not known, the report showed that a considerable measure of success was achieved.

Now here in India what are some of the problems on which research is needed? Though I speak as a layman, impressed by the challenge of research in your important field, the library, nevertheless I trust the problems mentioned may not appear either unimportant or beyond solution.

1. The old, old question, asked so many times of each one of you:—"Just what do people read?" What do students, professional men, clerks, ladies, workingmen read? Or put in another way, who read most of the biographies? From month to month, year to year, what significant changes do you see in the trend of adult reading?
2. Which journals in your library reach the largest number of readers? How does the ranking (in order of library use) of these journals compare with the ranking obtained from the publishers' circulation figures? How do European and Indian journals compare as to frequency of use?
3. With a student group, what effect on the formation of good reading habits has your own published (or posted) recommendations? What effect has a monthly report of reading collected by the

English Department of the College? (*See separate article for research plan*).

4. What effect on the circulation of a popular book has the presence of a duplicate copy? Is the total circulation simply twice that of the circulation of one copy? Does the presence of the additional copy prolong the popularity of the book?
5. What increase in the use of the Library is observed as the result of placing books frequently referred to in lectures upon the reserve shelf for one-day use?
6. What are the fiction preferences of your readers? How do they differ from the preferences reported in other lands?
7. How can book-covers (wrappers) as a publicity posters be utilized to better advantage? What effect would be obtained by their re-display after one month, two months? (etc.).
8. What is the most effective method to get first year students acquainted with the college library system and resources?
9. In re-binding books, which colour of cover gives greatest satisfaction to the reader?
10. How can the library effectively start people to reading a subject which has been neglected? (For example, moral and religious education).

There is not the time here to discuss or even analyse each of these problems suggested for your research. I may only comment briefly on some lasting gain to be expected from sound solutions of a few of the ques-

tions proposed. You may properly enquire, for example, what value can possibly be obtained from the time and trouble of sorting and classifying call-slips or cards to answer the first question proposed. I suggest the following direct values :---

- (a) an index of the standards of literary taste prevailing among your readers.
- (b) an estimate of the value of various types of books and subject-classes to your readers.
- (c) a definite measure of the value of your publicity work to attract circulation.
- (d) a guide to book purchases.

Out of the study of this question and of some of the others mentioned it would be possible to get data pertinent to the more important problem of winning over your readers to a higher type of reading. I like to think of that old Quaker librarian who fifty years ago wrote in his report of work in Germantown (U. S. A.) where at the time one half of his regular readers were factory hands :—

"Such persons asked for novels, but the librarian recommended other books for them to read. As a result after selecting a few good books, he was enabled almost always to keep them without novels. Perhaps one might get rest from reading Dickens, but he (the librarian) had never read novels himself, so he could not say what the effect really was."

Probably none of us would adopt precisely his position, but all of us feel at times the ambition expressed by a more modern librarian in a great city (Indianapolis), Stating that he was willing to sacrifice circulation figures if he might gain a higher quality of reading, he continued :—

"I would rather discover how my library can help the man who is making an effort at self-education—how it can materially help raise the standard of reading in the community, than to try to satisfy and cultivate the taste for unimportant fiction....."

On the problem of students reading and their reactions to books, I would say that this question has vital interest not only to the library committee but to all departments of the college or University and not the least to those in my own field of educational psychology. An interesting effort to discover facts of this sort has been partially tried out at the Forman College, where booklets entitled "Books I have Read," has given many students an incentive and opportunity to record their impressions of the books read as well as the list of book titles, but as an experiment to bring in valuable data it has not been adequately utilized. More studies of this sort are surely needed.

It is possible that some have ex-

pected me to place before them a proscribed 'ritual' of research for each one of these questions. No one but a librarian, knowing the capacity of his staff and his own present obligations can plan out such a piece of research satisfactorily. The essence of each research unit is careful planning, and my expenditure of a few hours on a dozen such topics would be almost worthless to you, I feel sure. Yet to make a little more clear the manner in which these problems may be attacked, I venture to provide in "The Modern Librarian" a brief and partial "plan of research" for one of those problems which I have suggested. I trust it will show the application of both the spirit and purpose of my plea for contributions to knowledge, as well as the details of the method, and that it will stimulate you to work out many more research problems by yourselves.

I am grateful for this opportunity of speaking before you and shall be very happy to discuss with you at this time any points which have been raised by this paper.

A Sample Plan of Research on the problem of Students' General Readings.

NOTE.—*This is tentative and partial and needs adaptation to the particular requirements and capacities of the institution or library undertaking the enquiry ; it is intended as suggestive and illustrative.*)

- A. *General Problem*.—How to increase students' use of the College Library.
- B. *Analysis of Problem*.—1. How may we increase the use of reference books?
2. How may we increase the use of non-fiction?
3. How may we increase the use of periodicals?
- C. 1. *Selected objective*.—4. How may we increase the use of non-reference books, excluding those required in courses?
2. *Detailed statement of objective*.—Of what value is a monthly report on reading in effecting a larger use of college library books, outside of purely reference works and "Course-books?"

(NOTE. — Various methods having been proposed and tried, to increase the use of such books, this particular piece of research sets out to evaluate one of these methods, namely the use of a reading report.)

3. *Definition of terms.*—"Reference works" applies to dictionaries, encyclopedias, year-books. Government Reports, bound periodicals, etc.

"Course-books" include books prescribed as texts or supplementary reading required either by professors or the University.

(Both of these classes of books are excluded from the investigation).

D. *Criterion of Results.*—"Larger use of books" is to be measured as follows:—

1. Degree of increase in the *percentage of students* from the classes concerned who take out books *for home use*, as compared with that of the same month in the preceding year (or with the average for year).
2. Degree of increase in the *number of books* of the type included in the study—taken out *for home use* by students in the classes concerned, as compared with that of previous year—same month or average.
3. Degree of increase in the *number of books taken* out for home use by each individual etc., that is how many take out 1, 2, 3, 4, etc. books each?

E. *Method of Research.*—(In co-operation with English Department).

1. Prepare cyclostyled form (About $1/3$ or $1/2$ foolscap in size approximately as follows:—

Monthly Reading Report of.....

Month of..... Class..... Library No.....

(List here *all* books outside of those *required* in your college courses and mere reference books, which you have read wholly or in greater part (*i.e.*, more than half); indicate your liking for the book by these signs:—Much Liked *L.*, Fair. *F.*, Not liked *N.*

Author's Name.	Book titles.	How liked?	Where borrowed.

etc.

Signature.....

Date.....

2. Have this form distributed to all students in Classes.....(as selected) on the 1st working day of the month, after previous announcement.
3. Have a *prepared* typed paragraph *read* to these students at the time of distribution, stating that (a) the report is intended to draw atten-



The Hon'ble Sir JOGENDRA SINGH, Kt.
Minister for Agriculture, Punjab
who presided over the First Punjab Library Conference.

tion to the need for systematic and wide reading outside of course requirements, and (b) to find which books are being read and which are best liked, etc.

4. At this stage no further exhortation should be given, as the efficacy of the report is being tested, not the individual professor's eloquence. But at the *end of each week*, a notice should be circulated, and read to remind students to fill in their record forms to date. In the Library a large poster should show in letters 1 inch high: Remember Monthly Reading Report.
5. Test your Library circulation not by the data from these report sheets, which will contain titles of books taken from outside, but from call-slips showing books issued for home use.
6. Have call-slips assembled and sorted to bring out the facts.
7. Prepare a report sheet on which to record final figures.

F. *Records* :—Keep accurate record of original plan and all decisions or changes made, with reasons therefor.

G. *Conclusions*.

1. Obtain tabulation of results showing :—

No. book issued in month	No. issued in same month of last year.	Adjustment to enrolment variation by percentage.
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Similarly for number of students taking out books, etc.; etc., etc.

2. Draw your conclusions from figures given.
3. Have study of report sheets prepared and give conclusions on data obtained from them. Note relationships between data from the two sources, if any.
4. Decide what gain would come from repeating another month.

H. *Publication and Publicity* :—

1. Have account of the study written up for "The Modern Librarian."
2. Keep on file typed copies of your scheme and extra specimen of the forms used for the benefit of individual enquirers.

I. *Use of the Results* :—

1. Ask what effect your conclusions have on present policies and methods, both as concerns library and college departments. What changes are desirable to improve or correct reading habits?
2. Consider a permanent or regular use of individual report forms to encourage formation of good reading habits.
3. Share results with all departments of College.

Adult Education

By M. S. Bhatta, M. A.

Adult education is one of the chief products of democracy in the West. It came as a natural outcome of the desire of establishing equality in the intellectual field—creating an intelligent electorate and supplementing the efforts of the school and the college to root out illiteracy and to plant in its place a genuine passion for literature, fine arts, sciences and thus raise the cultural level of the people in the civilised countries of the West. When we hear about the high percentage of literacy in European countries and America, the better standard of life, the people there have been capable of achieving, the wide circulation of newspapers, the multiplication of schools, colleges, and libraries we must realize the force and strength of that urge which has wrought this miracle and brought about this marvellous transformation in the social and intellectual life of the Americans, the English men, the French and the Germans or our next door neighbours the Japanese. Universal suffrage and universal education must go hand in hand and no real experiment in nationalism can be possible without at the same time establishing a national system of education and making it available for the citizens as well as the dweller of the desert. When one hears of a lonely teacher assailing the height of steep hills facing inclement weather and making his way through dark alleys to take the light of learning with him to the remotest places in U. S. A. or Denmark one can see something of that spirit which is at work among the progressive nations of the world. We require something of this indomitable spirit of a crusader to exercise the demon of illiteracy from our midst.

The ideal of Adult Education is no

foreign importation, no hot house plant but a native growth which has taken a firm root in the congenial soil of democratic countries. It was intended from the very beginning to redress the undue partiality of a system of education dating from an era of ecclesiastical supremacy and class distinction. It was meant to be a remedy for the after-effects or the evil effects of a purely scholastic education, and moreover its chief aim has been to ground the masses in the ideals and principles of citizenship and admit to the aristocracy of letters those who were not fortunate enough to gain a passport from Oxford and Cambridge, New York and Princeton. The present British Cabinet consisting of nearly fifty Cabinet members contains only five or six who can claim a University career, the rest including the premier himself are all the graduates of that unchartered and unhoused university which the system of adult education has made accessible to all. What greater proof is required than this to prove the efficacy and establish the usefulness of such a system.

As has been mentioned above the system of adult education was originally meant for the education of those who were not properly educated as children due chiefly to the defects of the primary and secondary education. In countries like Germany where they have a highly comprehensive scheme of elementary and secondary education this system is being utilised for cultural and vocational ends. The Workers Educational Association in England is devoting itself to the important task of equipping workers for the work of citizenship. It has also been defined as a process of learning on the initiative of the individual, seriously and consecutively under-

taken as a supplement to some primary occupation. *To some adult education means the teaching of reading to illiterates*, I have underlined this definition as in this province the process of adult education has been introduced with this object in view. This, however, is neither the limit placed in America or in England, and this should not be the only objective of this Association. There is another definition given by the World Association of Adult Education which deserves to be quoted in full. "To dispel the melancholy belief that grown up men and women have nothing left to learn and to diffuse throughout all countries and in every section of society, the sense of wonder and curiosity and the gift of mutual sympathy and companionship which add so much to the meaning of life."

The definition given in the report of the American Library Association Commission on Libraries and Adult Education is as follows:—

"Adult education goes far beyond all these. It is based on a recognition of the great truth that education is a lifelong process and that the University Graduate, as well as the man of little schooling is in constant need of further training, inspiration, and mental growth—training obtained in schools and colleges, limited to fundamentals the real development of the individual lies in the independent effort of later years. Adult education essentially is a spiritual ideal taking form in a practical shape."

Is there any need for adult education?

Educationally India is among the most backward countries. The percentage of literates is just 5 % among males and hardly 1 % among females. We need stupendous effort to give a lift, to our country and this can only be possible if the state and the public make united effort. If the labours of nearly one century have yielded these results, then it will need another thousand years to realise that dream which is an accom-

plished fact in so many advanced countries of the world. It is required to harness the material and human resources of this vast country in the service of the ideal of universal education and place a time limit within which we must accomplish these results. Indians are justly proud of their spiritual heritage and noble traditions and yet in the field of organised effort the destructive forces have made far greater exploitations than the nation building activities.

The drink evil has grown by leaps and bounds, the use of cigarettes has become fairly common, the motor car and the movies are popular things and all this is due to the clever and relentless propaganda of those who are interested in the spread of these. All these things came under one category of the material interests of humanity. But is it too late to rally sufficient public opinion and organise the masses for the achievement of what has been truly defined as a spiritual ideal. Ceaseless propaganda, the whole-hearted support of the state and complete co-operation between all those who regard this work as necessary even sacred can certainly produce that atmosphere and provide those requisites which should make India a land of light and no longer a benighted continent.

That there is ample need for adult education of some sort is clear from the report of some of the educational authorities. Inspectors of Schools in this province who while they have been compelled to curtail adult education, have not failed to realize what it could mean to the people at large. One prominent educationist has said:—

"If agricultural indebtedness is to disappear, if the future benefits of the co-operative movement are to be reaped, if the uneconomic ways of agriculture, are to give place to modern method, if the peasant is to be saved from the clutches of disease, if in short rural India is to be lifted out of the quagmire

of ignorance, superstition and poverty, it is essential that adult education should become a national concern, and not be left to the tender mercies of a few teachers."

The library and the librarians both have to play a very important part if a system of adult education has to be adopted. In fact it has been asserted that if in future it is desired that the blessings of adult education have to reach every man and woman, then the librarians would be as important and indispensable and inspiring a factor as the lecturer. The library is going to become the true university of these days having a staff of competent scholars trained in fitting books to human needs. If this looks somewhat utopian, then it must be borne in mind that the idea of a free library was itself not less than this half a century back, which is an accomplished fact now. The importance of the librarian under free adult education is to be judged by the fact that he has to guide that education which a man receives himself after finishing his school and University. University education merely produces the desire for good and useful books which desire is to be satisfied by the librarian in his capacity as a presiding deity at the celestial board of divine wisdom. It is no more exaggeration to say that under a system of adult education a trained and scholarly librarian will hold a unique position. He shall have to be relieved of much of the drudgery work he has to do at present. Much of it can be done by a few clerks. His position will be more or less like that of a director. The conclusion of the A. L. A. commission was that the Library's contribution resolved itself into three major activities.

1. An information service regarding local opportunities for adult students.

2. Service to other agencies engaged in adult education.

3. Service to individual readers and students.

The information service means that a Librarian will be in a position to answer promptly such questions as these:- Where can I receive free instruction in the English language? Where will I find classes in elementary shop machines? What University extension courses are available? Are there free lectures in the city? I shall not discuss the second as that presupposes a large number of agencies engaged in adult education and their interdependence and mutual co-operation, but the third activity of the Librarians is very important. There are many students who wish to study alone. It is therefore necessary to give such readers guidance by carefully prepared courses and also by tactfully diverting their enthusiasm along fruitful channels. There are a large number of readers who need suggestions and advice in organising their reading, and facilities in the matter of time and subjects. The following 4 headings have been suggested by which libraries can render this definite service:--

1. Personnel - acting as Reader's Adviser, this situation has been actually created in many libraries.

2. Interviewing—establishing a bond with the reader, a real interest in him and creating in him a belief in himself.

3. Reading courses—suitable courses should be arranged appealing to the readers. The principle to be followed must be careful selection and limitation.

4. Discussion Groups—among those students who are following the same courses discussion under a leader can stimulate students to independent thinking.

Organisation - at work at Great Britain and U. S. A.

There are two millions in America who are receiving their education through the elaborate system of adult

education and the vast funds needed for the herculean effort are being supplied both from public and humanitarian and philanthropic organizations. Education is no longer confined to the schools and colleges and opportunities are being offered by the following organisation to impart education to those who could not acquire it as regular students.

1. Correspondence classes—There are $2\frac{1}{2}$ millions now availing themselves of this in U. S. A.

2. Library societies.
3. University extension.
4. People's Institute.
5. Open forums.
6. Church forums.
7. Summer forums.
8. Women's clubs.
9. Parent's congresses.
10. Moonlight schools.
11. Americanisation work.
12. Evening schools.

The Carnegie Corporation since 1925 has done very useful work in the field of adult education and stands for a high ideal of not only promoting the development and improvement of adult education in the United States but also co-operating with similar institutions in all parts of the world. The universities have played a very important part in popularising adult education in England. The whole country has been divided into 14 or 15 distinct divisions each division is a sort of 'sphere influence' wherein the ideals of each university dominate. The tutorial classes correspond to the high university teaching (in some cases Honours work). These are under joint management and have been very successful. At the present time there are 500 tutorial classes in England where 12000 students are receiving education.

The history of education in India from the very outset has been a record of a struggle between a foreign disfigure

and the indigenous languages and literatures temporarily thrown into the back ground but reappearing and reasserting themselves under normal conditions. Lord Macaulay by introducing the English language and the English civilisation was aiming at creating a British Colony in India which in due course of time would become part and parcel of the British Empire. This process of assimilation must stop because it is quite foreign to the needs of a progressive and democratic India having languages and literatures of her own. After supplying the requisite number of graduates and undergraduates what are we going to do with the surplus? We hear so much in these days that the graduates should go back to the farm and factories and try to find a place for themselves there. If such is the situation that has arisen then honestly it is the duty of those who are controlling education to divert the energies of the students and the money that is spent by their parents along fruitful channels. The vast problem of illiteracy remains untouched, but in the meantime we are facing an overproduction of a particular type of educated persons. It is a serious situation and deserves to be thoroughly overhauled. The ideal system of education must be made readily accessible. It must be consistent with the need and traditions of this land and must fit every man and woman to fulfil his or her destiny. So much money has been allowed us by the building programme and the inspecting staff that adult education alone can suit the condition in India where 75 per cent of people are agriculturists. In fact the schools and universities of the future will have to devise their curriculum with an eye to the requirements of the country. Indians will have to follow the American systems more or less and the education of adults will have to be undertaken, popularised and controlled by a system of village libraries staffed by competent librarians. The village school, the village library controlled by the village

Panchayet who in turn will be elected by their fellow villagers will be a model of that democracy which will look after the secular and moral welfare of the village. An effort will be made to encourage and absorb local talent and only in exceptional cases will men and women be sent to take part in the larger life of the nation, we shall then have a balance and a harmony between the rural and urban interests and also between the labouring and the capitalistic classes. Neither the existing system of education, nor any scheme of adult education can be a success unless a comprehensive system of primary and secondary education can be formulated and put into practice. The medium of instruction will have to be changed; the system of examinations will have to be modified, the aim of the country for some time would have to be intensive and extensive education activity so that we have a generation of predominantly literate people and then no further momentum will be needed to run this machine. Things will move on automatically. Seldom have educated people minimised the importance of education. Other ideals might change, and those who prefer Government service for themselves may prefer business for their children but service, or business, agriculture or profession, an educated family will endeavour to remain an educated family under all circumstances.

Adult education and university and college extension lectures have been tried in this province, but they have yet benefitted very few. The programme of the Government to push this scheme has very nearly failed. This is due to lack of teachers, and lack of interest on the part of the public. There are no suitable books available which is the chief obstacle. One main cause of the unpopularity and partial failure of adult education is the absence of suitable books. Speaking

of the worthlessness of literature supplied in these school libraries, Mr. Jenkins I.C.S., has made the following interesting remarks, "It would be good if literature could be supplied to the libraries such as is likely to interest men who have been working in the fields all the day. The literature that I have myself seen (Red Cross tracts etc.) would hardly tempt me to literacy even on a desert island."

As for the number of adult schools the report of the progress of Education in the Punjab mentions more than 3000 schools and nearly one lac students. However the number of scholars and schools is progressively on the decline and the enthusiasm of people is waning. *This thing can best be remedied through the medium of librarians and libraries if the American system is enforced, and the existing primary and secondary education is made more comprehensive.*

Now towards the close I shall submit a scheme of adult education for Lahore proper. In order to put any scheme into practice a survey of the conditions here must be undertaken. We must have a central library, and if possible as its branch a workers' library and try to take books suitable for various readers to their respective doors. We must run at least one Night Moonlight school here. We can get together all those who can give their time and attention especially teachers from schools and colleges and as many librarians as are competent and are willing to devote their time to this task. With ten thousand students studying in various arts and professional colleges, a dozen high schools and a crowded Bar and a host of social and philanthropic associations we can certainly run one first class Adult school and produce better workmen, more intelligent voters; in one word true citizens to take part successfully in their own life and also contribute to the advancement of the nation.

The Library as a Social Centre

By Abdul Majid Khan M. A.

"What is meant by a Library."

Books are Sepulchres of thought and a library is but the soul's burial ground. It is the land of shadows, is the opinion of an eminent critic. Others have used more dignified language and maintain that libraries are the shrines, where all the relics of the ancient saints, full of true virtue and that without delusion or imposture are preserved and reposed. Because the soul of man is not by its own nature furnished with sufficient materials to work upon, it is necessary for it to have continual resource to learning and books for fresh supplies. Man's observation is necessarily limited, he has got only two eyes and very little time at his disposal, hence it is necessary, nay indispensable, to supplement one's observation with books, for a good book is "the precious life blood of a master spirit, embalmed and treasured up on purpose to a life beyond life."

There never was a greater need of books than there is to-day. There is no other accessible guardian to think for us, no precedent to follow without question. Without the help of books we cannot successfully deal with the heart-breaking perplexity that surrounds us. We are homeless in a jungle of machines and untamed powers that haunt and lure the imagination. Our culture is amazingly confused and our thinking spasmodic. No mariner ever enters upon a more uncharted sea than does the average human being in the twentieth century. Our ancestors believed that they knew their way from birth through all eternity. We know by means of books why they did what they did. Believing this to be an age of intellectual and political emancipation we feel

that liberty is a searching challenge, and that when we are deprived of the guardianship of the master and the comfort of the priest, we have to depend for inspiration and instruction on books. The iconoclasts have thrown us into the water but we have to swim with the life belts of books. Books are the only help of the helpless and the only friend of the friendless. Mrs Browning was perfectly justified in saying that *books are men of higher stature and the only men that speak aloud for future times to hear.*

Libraries stand for more light and Librarians feel that there is no darkness but ignorance. They are so many torch bearers of culture; they refuse to hide the light under their bushels. They want us to wage a systematic crusade against prejudice, and superstition. They are eager that we should know more of man's physical nature, of the working of his thoughts and desires and of the world in which we live. Their is a noble mission for their belief in the old proverb, "To know all is to forgive all" is steadfast and unshakable. Libraries enkindle our interest in Literature and Science. Literature is the record of the best thoughts of the best minds and science is but the most accurate information available about ourselves, our fellowmen and about the world in which we live. History of the world according to Carlyle is the story of big men or heroes but to my mind it is nothing but the sifting of human creations. All our arts and sciences and institutions are but so many guests of perfection on the part of mankind and study makes our faculties more acute and less fanatical. And the best claim that a librarian can possibly make on our respect is this, that he helps us in

the building of our mind, the sharpening of our intelligence for innate common sense of men is polished by academic culture and strengthened by refined taste.

Library as a social centre.

That the Library is the apex of our social system is admitted on all sides. But it must be clearly borne in mind that the library is the lineal descendant of the monastery of the Dark Ages, the tavern of the 16th century and the Coffee House of the 18th Century. About the monastery and the tavern the less said here the better but a few words about the coffee house will not be, I believe, out of place. In 1708 there were three thousand coffee houses in London. The coffee house implied the club, while the club meant simply an association for periodical gatherings. The coffee-house was the baiting place of wit, the forge where rough thought was welded into policy. In a coffee-house the political philosopher could hobnob with the demagogue. It was the school of wit and dialect. Each coffee-house had its distinctive clientele and habitual circle; lawyers favouring one and literary men another and so forth. Politicians, theologians, painters and scientists did not disdain it. Sir Issac Newton was giving his scientific discourses in it while Lawrence Sterne was preaching his lay sermons in another. It is said that certain coffee-houses were provided with chapels and chaplains ready to solemnize marriage at any time of the day or night but this is also true that coffee-house "boozing shortened the lines and enlarged the waistcoats of the men of those days."

Snuff taking was a favourite practice and enjoyed a great vogue. Women took it freely and the fashionable lady of the day never travelled without her snuff-box. Two pinches of snuff was the prescription recommended to every one for purging his brains

perhaps before entering the coffee-house. Of course the satirists of the day did not spare coffee which was called "syrup of soot and essence of old shoes" as compared with the pure blood of the grape which used to give relief to the jaded brain of the big bulky bore called Samuel Johnson.

Libraries are usually regarded as retreats of solitude and we are enjoined to keep quiet in a library but if a library has got its own Assembly rooms and lecture halls then a library can become a social centre. In a large majority of the American libraries the central building has one or more rooms which can be used for lectures, entertainments, club meetings and similar gathering. In some libraries auditoriums may be used on certain afternoons or evenings, in others special arrangement may be made for their use at other times. In many of the small libraries which charge a fee most of the meetings are social or semi-social in character. In some places a nominal charge is made to cover the estimated expense of lighting and heating the room. Very often it is stipulated that meetings held in the library room must be open to every one but at times the attendance is confined to members and guests of organizations sponsoring the meetings. In 1926 in eighteen assembly rooms 3808 meetings were held.

Most of the larger libraries have officially adopted definite regulations governing the use of auditoriums in which are definitely mentioned the purposes for which the rooms are intended and the types of meetings which shall be excluded. In one city the following regulations are in force: "The use of these rooms shall be confined to such free lectures and discussions as are clearly designed to foster interest in education, literature, history, art, science and general civic improvement. All such lectures and discussions shall be non-partisan, non-political and non-



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sectarian. It is not designed to use rooms for meetings or discussions that are likely to provoke personal controversy or partisan disputes." Similar regulations I hope will be enforced in India in places where library assembly rooms will be lent to other organizations.

Libraries can be used as civic and social centers in many other ways. Some of them in the West have been used as general information bureaus for their communities and librarians are looked up to by the people of the city as their friend in times of stress and need. In some places in America bi-monthly meetings are held by the business clubs. These are dinner meetings served by the parent teacher association of nearby schools. The clubs have installed gas ranges with basements and most of the meal is cooked in the libraries. In a branch library a baby clinic holds its weekly meetings. In the year 1925-26 in a suburban branch of Washington six flower shows were held at which there was a total attendance of 2360 people. Exhibits of Kindergarten work are also held. In other branch libraries annual bird house exhibits and doll festivals are held.

Libraries will lose nothing by this. They even add immensely to their reputation by acting as storages and distribution centres for the Red Cross or other local charitable organisations. In one library in an American village singing is held on the fourth Sunday afternoon of each month. Another acts as a distribution centre for tickets for local

events of all kinds. Rest rooms are also provided in some libraries and these rooms are supplied with couch, rocking chairs, desk and tables and these rooms are also used for noonday luncheon by students both male and female. Classes in embroidery, knitting and cooking have also been contemplated for future development.

In some places libraries co-operate with historical societies and thus gather together valuable manuscripts and museum materials. These libraries become centres of information on things historical and antiquarian and rivet the attention of the well wishers of the community.

Last but not least is the excellent idea of starting a gymnasium along with a library and a park behind it. In Westerley (U. S. A.) they have tried the experiment. The gymnasium has never been a disturbance because of its location and the thickness of the walls. In many other ways libraries can serve as social centres and we look forward to the time when libraries in India will have their own Assembly room and lecture-halls, rest houses, dining halls and gymnasium. All these things cater to man's physical, mental and moral development and libraries must enable us to enjoy a good modern education for right education alone fits us with moral judgment, intellectual integrity patience and diligence qualities which are the raw material of good citizenship.

Lahore Past and Present

By Ram Chand Manchanda, B. A., LL. B., Advocate,
High Court, LAHORE.

Situation.—Lahore is the capital of the Province of the Punjab and also Headquarters of the Lahore District. It is an ancient city and is situated on the eastern (or left) bank of the river Ravi.

The Ravi once flowed close by the walls of the Fort (Daulatkhana) and the city whose three gates opened on the river, and about the year 1660 threatened its very existence, when a massive embank-

ment extending for some 4 miles along its bank was built. This great engineering achievement proved effectual, and not only was the city saved but the river was diverted two miles towards the north, has ever since shown a tendency to move further northward. It has already damaged the enclosure walls and gates of the *Maqbra* Jahangir and the *Baradari* of Mirza Kamran brother of Himayoon and engulfed the whole rosery of delightful and luxuriant Imperial gardens which once flourished on the right bank of the river. The brilliant and extensive gardens once the pride of Lahore, laid out by Nur Jahan herself, have all disappeared excepting the portions which are enclosed within the outer enclosure wall of the tomb of Jahangir. The city during its palmy days of the Great Mughals had a double stringed rosery of gardens along both the banks of the Ravi, watered by the Persian wheels put up on the edge of the river. Alas! it has ceased to be a reality and is now only a dream of the Past, except to the antiquarian who still finds traces of its past gardens and pavilion glories.

2. Name.—The name Lahore is traditionally connected with Loh, a son of Ram as Kasur (Kushore), a sister town, is connected with Kush, a younger son of Ram. This name is not peculiar to the capital of the Punjab. Lahore is an abbreviation of Lohawarn. The suffix Awarn with its derivatives "Awar" and 'Ore,' means a fort. So the name Lahore is a synonym of Lohkot, Lohgarh, Lohpur, or Lohabad.

3. Date of its foundation.—The exact date of its foundation it is impossible to discover, as there is no recorded material available. It is not mentioned in connection with the expedition of Alexander the Great, nor in the Geography of Ptolemy. It seems to be referred to, but not by name, by Hiuen Tsang, as a great Brahminical city which he passed on his way from Sangla to Jalandhar about 630 A. D.

Strange as it may appear, the city of Lahore is not mentioned by Abu-Rihanul-Biruni though he mentions a Province of Lohawar with its Capital at Madhokor, but Jaipal and his descendants were described as the Rajas of Lahore. If Tod's chronology is to be trusted Lahore existed in the first or second century A. D. when Raja Kanaksen, the founder of the Mewar family is said to have migrated from Lohkot. This city may well have existed in the first century of the Christian era, and subsequently decayed, but we need not dwell further on conjectures.

4. The occupation of Lahore by the Ghaznavies.—In the eighth century A. D. a struggle commenced between the forces of Islam and Hindustan. After three centuries Lahore was occupied in 1004 when the sovereignty of Hind became extinct, and Lahore was left in the charge of Malik Ayaz, a favourite of Mahmud of Ghazni.

5. The Mound of Lahore.—It is said that Malik Ayaz built the walls and the fortress of Lahore miraculously in a single night, and his tomb close to the Taksal is still revered by the Mussalmans as the burial place of the founder of Lahore. There are strong reasons to believe that Hindu Lahore lies buried in the extensive mounds between Mozang and Ichra, popularly known as the graveyard of Miani Sahib. One of the gates of the modern city is called Lohari Darwaza as it opened in the direction of Hindu Lohar. A careful examination of the structure of the mounds reveals the fact that it is an artificial mound gradually heaped up by the accumulated rubbish of centuries, and it has lately yielded two stone sculptures of great archaeological value. Both these sculptures are representations of Hindu gods and goddesses. One single block stone represents Shivji seated in deep absorption in the Universal Self (*Smadhi*) with his consort Parbati seated in a loving embrace with him and their little child Ganesha seat-

ed in a playful mode by the parents. They were found in a well at a depth of 55 feet in the centre of the graveyard which materially confirms the belief that in this mound lies buried the Lohar of the Hindus. These unique sculptures have been nitched in the Central Museum Lahore as a present from the undersigned. These sculptures have been ascertained to belong to the 2nd century A. D. which further confirms the tradition recorded by Tod.

6. History of Lahore.---From the date of its occupation by the Ghaznavies till 1766 Lahore is associated with every Muslim dynasty of Northern India from the Ghaznavids to the Mughals, at times as the seat of a provincial Government, but always as a place of great strategical importance. In the year 1766 A. D. Lahore was jointly occupied by 3 Sikh Sirdars called Sobha Singh, Lehna Singh and Gujjar Singh as the *Seh Hakims* (triumvirate) of Lahore, who retained it in their possession till 1798 when Zaman Shah of Kabul made it over as a fief to Ranjit Singh, who afterwards founded a kingdom of which it was the Capital. It has remained the Capital of the Punjab since the British annexation in 1849.

7. Greatness and Importance of Lahore.---Historians and poets both of the East and of the West have united in celebrating the greatness and eulogizing the splendours of Lahore;" in the 16th century it was "the great resort of people of all nations" and in the 17th century "the magnificence of its places, the length of its streets and the height of its buildings compared with those at Agra and Delhi, and as a city it was second to none either in Asia or in Europe with regard to size or population."

8. Decline.---Then there came a change. It began to take its downward course with the decline of the Mughal Empire and it crumbled to ruins with the fall of the Mughal dynasty. In the

year 1664 A. D. Barnier noticed that "the houses had begun to look dilapidated and the long busy streets of the city to be disfigured with ruins." When Ranjit Singh occupied it "the ruins of Lahore afforded a melancholy picture of fallen splendour. Here the lofty dwellings and Masjids which, 50 years ago, rushed their tops to the sky in pride were crumbling into dust, and hardly any human beings were to be seen among the ruins: all was silence, solitude and gloom." Sir John Lawrence wrote in 1852: "The vicinity of Lahore is an area of several square miles over which extends the ruins of not one but of several successive cities of various eras and various dynasties. The surface of the extraordinary plain is diversified by mounds, kilns, bricks, stones, broken masses of masonry, decaying structures, hollows, excavations and all the debris of habitations that have passed away."

9. Modern Lahore.---This pathetic tale of decay has a sequel. The modern history of Lahore is one of steady development and growth. Splendid new buildings have been erected and some of the beautiful old ones have been restored. Lahore is one of the show places of India to-day. Let us now take a bird's eye view of Lahore as it is.

It is not only difficult but almost impossible to over-estimate the importance of the part which the Punjab and consequently Lahore has played in influencing the destinies of Hindustan. Lahore covers an area of some 29 miles and the distances within its area are considerable. The sights of Lahore are found on both sides of the river. The places of modern interest are mainly on the left bank. On the right bank at Shahdara are the three great historic tombs of the Emperor Jahangir, his consort Nur Jahan (Light of the World) and her daughter Ladli Begum and of Asaf-ud-Dola her brother, the Prime Minister and the Commander-in-Chief of Shah Jahan, and also the Bara Dari (Pavilion) of Mirza Kamran the 2nd

son of Babar who had Lahore and Kabul in his fief. This ancient, massive, strong architecture stood in the midst of a luxuriant garden surrounded by the high enclosure wall with 4 gates, provided with fountains, baths and aqueducts and still, lower down are the remains of a once famous garden known as the garden of the Begums (Princesses). Apart from these relics of the past the beginning of a new industrial Lahore are being laid on this side of the river. The Lajpatrai Nagar where the Indian National Congress met to decide the future destinies of India and to chalk out the path to freedom in the Dane Park formed the bed of the river during the Mughal period and stands just opposite to the *Baradari* of Mirza Kamran which stood at the head of a ferry where the ancient invaders of Hindustan met in many a fierce battles and crossed the Ravi. It is a classical spot and sacred to the occasion where the remains of the Punjab Kesri (late L. Lajpat Rai) were consigned to the *Agni* and memorable too as the meeting place of united India in the year of grace.

10. Shalamar or Shalimar Gardens:—

The foundation of the world-renowned terraced gardens were laid by Shahjahan. They were completed in 1737 at a cost of six lakhs. Originally there were six compartments, with pavilions, marble buildings and fountains tastefully and symmetrically arranged, in the midst of trees and lawns. The first terrace, entitled *Faiz Bakhsh*, was exclusively reserved for the Emperor and the Imperial ladies, and contained his sleeping compartments, baths and fountains. It was in this garden that the Emperor held his gorgeous Imperial Darbars, and the place was guarded by Tartar and Armenian soldiers. It was death to a man to approach the enclosure walls or in. Now it is a very well kept garden. It is public property and accessible to all. It is at a distance of about five miles towards the East along the Grand

Trunk Road towards Amritsar. It was formerly situated along the banks of the Ravi, and there was an underground passage connected with this Pleasure Garden with the Palace. Between the Garden and the Palace there was a regular line of gay gardens and pleasure houses that the great nobles had built in imitation of their Imperial Master. The ruins of some of these old sites of Mughal Lahore are still visible.

11. **The Railway Station.**—The station was built in brick at a cost of Rs. 1,57,000 when the Railway line was first opened in the Punjab in 1862 between Lahore and Amritsar. It was designed to serve as a fortified place in time of need. The requirements of the Railway have outgrown the present buildings and proposals are on foot for extensions and modifications to meet the growing wants of passenger and goods traffic.

12. **Railway Workshops.**—The Railway workshops are the largest and most up-to-date in India and cover an extensive area in continuation of the station yard towards the east between the Railway line and the Grand Trunk Road.

13. **The Fort and the Palace.**—They are situated towards the north of the city. The Fort was originally built by the Ghaznavies, but the modern structures are entirely the work of the four Mughal Emperors, viz., Akbar, Jahangir, Shahjahan and Aurangzeb. Within the Fort was the *Daulatkhana* or the Imperial residence of the Great Mughals where Prince Mohammad Saleem had a glimpse of the beauteous Mehar-ul-Nisa, round whom hang many a tragic and romantic tales connected with the social life of Jahangir the jolly. It was here that Shahzada Khuram saw the light of the day and was crowned king after murdering his brother Parwez. It was also heard that Akbar suspecting illicit relations between Shahzada Saleem and Anarkali, walled her alive.

Within the the Fort one finds the *Naulakha* pavilion of Shah Jahan, the *Shish Mahal* of Jahangir, the *Darbar-i-Khas* the *Darbar-i-Am*, the *Khabgah*, the *Moti Masjid* and the traces of that gay and luxuriant life which the Mughals led, and about whom it was rightly said that "they were in India not to do *Badshahi* but to do *Khudai*."

14. The Badshahi Mosque.—This beautiful building was erected about the year 1674 for the Emperor Aurangzeb by Fidai Khan Koka and is a part of the Fort and Palace. It is the last architectural monument of the Mughal period and was built with the materials collected by Prince Dara Shakoh to lay out a paved pathway from the residence Chauk Dara Shakoh outside Delhi gate to the tomb of his spiritual guide Mian Mir towards the south as an act of remorse and repentance for the murder of Dara Shakoh and his son.

15. Ranjit Singh's Samadh (Tomb).—A curious mixture of Hindu and Muslim notions of a Samadh and a Muqbara. It is situated quite close to the Fort, and there lie the ashes of Maharaja Ranjit Singh, his sons Kharak Singh and Naunihal Singh, and some of the Ranis who became *Sati*. There stands also a monument to the memory of Guru Arjan, (the 5th successor of Guru Nanak, the founder of Sikhism) who met a tragic and cruel end at the hands of Jahangir known as the *Smadh* of Guru Arjan Dev.

16. Hazuri Bagh.—The Hazuri Bagh lies between the Fort and the Badshahi Mosque. This is a well laid out garden. In the centre is an elegant marble pavilion called the *Baradari*, built by Maharaja Ranjit Singh, who transacted State business there.

17. Shahdara.—The Shahdara gardens owe their existence to the tomb of Jahangir raised by his devoted widow Nur Jahan. The Great Emperor expressed a wish when on his death-bed at Rajauri, on the Bhimbar-Kashmer

road to be buried in the Dilkusha gardens of Nur Jahan. This mausoleum is a fine specimen of Mughal architecture and is situated on the other side of the river, about 4 miles from the city and $\frac{1}{2}$ mile from the Lajpatrai Nagar connected by an iron bridge towards the left of the Grand Trunk Road. The garden was laid out by Nur Jahan and the mausoleum built in the centre in the year 1608 by Shah Jahan.

18. Mausoleum of Asaf Khan.—This celebrated tomb, now shorn of its sumptuous magnificence, lies to the west of Jahangir's tomb. Asaf Khan was a brother of Nur Jahan and the father of Mumtaz Begum, of Taj Mahal fame. He was also Jahangir's Minister. The monument was erected about the year 1642. The Sikhs stripped off the white marble of this beautiful building.

19. Rauza (Tomb) of Nur Jahan.—Nur Jahan designed and supervised the erection of the Rauza. It is now situated close to the tomb of her brother Asaf Khan and her husband Jahangir. Nur Jahan died in the year 1638 at the age of 72, and her remains rest here. Besides her sleeps her only child Ladli Begam, daughter of Sher Afghan and widow of Prince Shahryar. Ordinarily, the interior of the Mausoleum was entirely composed of white marble with delicately coloured floral designs in mosaic. All this wealth of ornamentation was stripped off by the Sikhs in the days of anarchy.

These three Mughal buildings were built in the elegant Dilkusha gardens of the Empress Nur Jahan.

20. Baradari of Mirza Kamran. The right side of the river was in Mughal times ornamented with beautiful gardens, pleasure houses and mausolea. The river then flowed through beautiful gardens and elegant buildings for a number of miles; and no other river in the world could boast of greater Imperial attention than the Ravi. A little lower down were the extensive gardens of

Mirza Kamran, brother of Hamayun, and in the centre of these gardens on the right side of the river there was built a pavilion known as Baradari. It is still standing on the bank of the river. This seems to be the oldest specimen of Mughal architecture in Lahore. Mirza Kamran received as his portion the Punjab along with Kabul and Kandhar. Besides the Baradari, he built a palace in the middle of a garden, on the left side of the river, at a cost of 9 lakhs of rupees, from which it received the name *Naulakha*. No trace of the garden or the palace is left now but the name survives in the locality near the Railway Station. Kamran may be said to have been the father of Mughal architecture in Lahore.

21. Tomb of Anarkali.—This is another specimen of Mughal architecture erected by Jahangir alongside the old river along what is now the Multan Road, in honour of a beautiful girl in the *Harem* of his father Akbar. Anarkali (Pomegranate Blossom) was a pet name of Sharaf-un-Nisa, otherwise known as Nadira Begum. The central building is used as the Historical Record Room but the cenotaph at the east end, in pure white marble, is one of the gems of Lahore architecture. While Anarkali died in 1599, this monument as the resting place for her remains was completed in 1615. In the neighbourhood of this building are the offices of the Punjab Government, those of the Financial Commissioner and the Council Chamber for the Reformed Legislative Council.

22. Chauburji.—Chuburji, an isolated arched gateway stands still lower down along the Multan Road, and marks the site of the famous gardens of Zeb-un-nisa Begam, the talented daughter of Aurangzeb. The gardens have all been washed away by Ravi floods, but the gateway with its beautiful glazed tiled work still stands as a ruin. On the completion of the gardens they were given away by the Princess to Mian Bai,

the female Superintendent of the gardens, and the fact of the gift stands recorded on the main archway. Zeb-un-nisa's tomb is shown lower down the road, in the village of Nawankot but its authenticity is doubtful.

23. The City.—The walled City of Lahore is a trapezium in shape, with the Fort and the *Badshahi* Mosque on its northern side. It is about a square mile in area and is one of the most congested cities in the world, with narrow lanes and insanitary buildings. The extension of the population east and south is, however, on more modern lines. In the census of 1921 Lahore (including Cantonment) had a population of 281781 and to-day 40 millions(?). It is a growing city and in 50 years its population has increased by about 100 per cent. With the Civil Station it covers an area of about 30 square miles.

The general aspect of the walled city from without, except on the northern front, is not imposing, nor does it lay any claim to regularity or symmetry. Within the city there are no Hindu architectural remains or historical buildings. There are a few specimens of Pathan buildings, but Mughal architecture is the pride of Lahore. Entering by the Delhi gate from the east you come upon the Chauk and the Mosque of Wazir Khan which was built in 1634. He rose to the position of Governor of Lahore. This building presents some of the finest specimens of arabesque designs to be seen in Lahore.

Not far from this Mosque there is another mosque, of a much later date, built by Bikhauri Khan in the year 1753, with gold plated domes from which it is popularly known as *Sunehri Masjid* or the Golden Mosque.

24. The City Walls.—It was erected by Akbar and surrounded by a moat on three sides and later on improved by Maharaja Ranjit Singh. After the annexation the moat was filled up to make room for the gardens which now an-

circle the city, and still later the wall was pulled down to allow the access of the fresh air to the city. The city wall was pierced by 13 gates. These still remain, though they were rebuilt after the annexation. Of these the *Lohari Gate* is the one that opened in the direction of the Hindu city of Lohawar to the south. The Hindu city lies entombed in the mounds of the extensive graveyard known as *Miani Sahib* and (lately on the 25th February 1926) it yielded two sculptures of great archaeological interest which have been deposited in the Central Museum.

25. Modern Buildings.—The University buildings form a compact group. The University Hall where Convocations are held, is well situated, facing the Mall and flanked by the University Laboratories on one side and the offices of the Director of Public Instruction on the other. Behind this, on a road not quite so presentable are the University Library and the University offices, with the newly built Hailey Hall, in which the meetings of the Senate are held. The High Court is housed in a building worthy of the dignity of the highest Court of the Province. The Government House stands on the site of an old Mughal tomb. The hospitals will be referred to elsewhere. The Town Hall is situated in pleasant surroundings in the *Gol Bagh*. The Central Museum close by, has a fine collection of coins and of Gandhara sculpture. The Cathedral is a notable red brick Gothic building.

26. Gardens.—Besides the Shalimar gardens and the gardens attached to the tomb of Jahangir across the river there are three gardens close to centres of population. One is the garden skirting the Circular Road, which occupied the site of the old moat round the wall of the city and forms a lung for the city population. Then there is the *Gol Bagh* round which are grouped the Town Hall, the Museum, the Mayo School of

Arts, the University Hall, the University Laboratories and the Government College, a fine group architecturally, but exhibiting neither unity of style nor design. Finally there are the Lawrence Gardens covering an area of 157 acres situated right in the centre of the Civil Station. In this are situated the Gymkhana Club, the Cosmopolitan Club and other clubs as well as the Botanical and Zoological gardens.

27. The Mall Road.—This is one of the most picturesque as well as beautifully kept roads in the whole of India, and Lahore is by justly proud of it. The Upper Mall is skirted by palm trees and a well kept foot-path on one side and a ride for equestrians on the other. It passes the Aitchison Chief's College, the Punjab Club, the Government House, and Nedou's Hotel on the right, going towards the city and Lawrence Gardens on the left. After this come the fashionable shops. Lower down on the left are the handsome High Court buildings and the General Post Office. Further on we come to the *Gol Bagh* and the University precincts which have already been described.

This rapid and quick survey of the past and the present Lahore enables the reader to form an idea that he stands in the midst of classic and sacred associations. It is a place of classic and historical antiquities sacred to the vanished memories of the invasion of Alexander the Great, the pilgrimage of Huen-Tsang (the Prince of the Pilgrims), the capital of the Hindu Raj and later the capital of successive Turks, Pathans and Afghans dynasties, who rose and fell like the autumn leaves. It was dangerously situated on the path of the invaders of Hindustan and was a source of menace to the peace and order of Hindustan, a fact which was very well realized by Sher Shah Suri and who seriously contemplated razing it to the ground but he was not destined to realize it.

The romance of Lahore, has many tragedies and its vanished glories still cling to the ancient buildings each of which has a story to tell

well worth the hearing. No city in India can boast of a more stirring or more varied history or a stronger vitality than Lahore.

Book Reviews

Brayne, M. C.—Socrates in an Indian village. 1929. Oxford University Press.

This very readable little volume forms a valuable and challenging addition to the fast growing literature on the improvement of village life in India. "The world is changing," writes the author in his preface, "and customs which may have been good or at least harmless once, are now mischievous and destructive. We must test all our customs and habits, and see whether in modern conditions they tend to improve our health, our comfort, our well-being and the turn-out of our fields. Keep the good customs by all means and stick to them at all costs, but the bad ones must be rooted out and such new ways learnt as will do us most good."

Mr Brayne has skillfully employed the direct, provocative medium of the Socratic dialogue as expressed in imaginary conversations between a modern Socrates and common villagers to expose every aspect of village life to his searching pragmatic criticism. The smug complacency, the time-serving traditionalism, the hypocrisy, and unimaginative indifference of happy-go-lucky villagers is rudely startled into a new realization of community responsibility and the value of social reforms easily obtainable through the exercise of initiative and goodwill by Socrates' relentless, brutally frank questionings and arguments. His searchlight of common sense and practical reason illumines every corner of village life from the unsanitary disposal of night-soil and the careless cultivation of fields to the unnecessary expenditures for jewelry, the neglect of

women, and the egotistical smugness of village officials. The author's intimate knowledge of his subject, as well as his utter sincerity, sympathy, and friendly goodwill are evident on every page, and testify to a genuine desire to help Indian villagers to the realization of a happier, healthier community life.

E. M. Fleming.

Carlton, W. N. C.—Pauline, Favourite Sister of Napoleon. Harper, N. Y. 372 p. illus.

According to the author this is the first separate biography of Pauline, famed alike for her loveliness and her looseness. But although this is probably true, there are many accounts of the Napoleonic age and court in which she plays a very prominent part. Turquan, d'Almeras, Fleischmann, and Masson are Mr Carlton's chief sources, but he has modified their treatment of her and handled her with a greater attempt at sympathy and fairness, for they all make her nothing other than an incorrigible libertine. That she was a libertine even Carlton dare not deny, but he endeavours to reveal her too as a loyal and admiring sister and as one who in time of stress, notably in Haiti, had her full measure of the courage and leadership of the great Bonaparte. This biography is worth reading more for its subject than for its style. It is written well, but seldom, if ever, scintillates. We recommend it as a good picture of the time and of its most eminent personalities.

F. M. Velte.



Dr F. MOWBRAY VELTE, M. A., Ph. D.,
Chairman of the Council,
Library Association, Lahore.

Das, Rajani Kanta.—Industrial Efficiency of India, London: King, 1930, pp. 212.

Our economic backwardness, the waste that it involves, the various factors to which it is due, and the remedies that will cure it is an old old theme. Professional economists get almost wearied of it. Dr. Das' treatment gives a touch of freshness to this overdone subject. He gives in a few pages written in a clear style, free from verbiage, a penetrating and exhaustive analysis of the underlying factors. No single aspect is over-emphasised to the comparative neglect of others. It is a synthesis of different, sometimes conflicting, views about our economic ills and is based on extensive critical study, and long experience of life in foreign countries.

Two features of the book deserve special notice. Dr Dass does not undertake the futile task of disproving or arguing away defects so often and so mercilessly pointed out by foreigners. Take for instance our poor physique. Dr Dass does not try to show that it is largely due to starvation arising from poverty due to centuries of foreign rule. He admits it as a fact and puts it forth as an argument why we should specialise in industries requiring highly skilled labour.

The other noteworthy feature is that it lays emphasis on some neglected aspects of certain facts. From an economic point of view, political freedom is desirable not so much because the English are not properly looking after our interests, as that in a free India, more effort will be directed towards economic uplift. Moreover high administrative jobs are the best training grounds for future captains of industry. Talking about drain, the complaint is not so much about the money that goes for pensions, as that, if superannuated officials had stayed in the country they would have played an important part in modernising our economic life.

A work of this character has got defects with its quality. In places Dr Dass is too concise. He does not develop his argument, sufficiently to convince those who do not agree with him; or are fresh to the subject. At one place it is remarked that the habit of higgling would disappear if shopping was done largely by women; Dr Dass may be right, but every day experience in India does not give much support to this view.

Krishan Datta.

Gibson, C. R.—The Great Ballon Which We Live. Seely Service. 246 pp.

A description of the earth of pre-historic and geologic eras, and an explanation of the force that produced it. It is written for children. Inadequately illustrated.

Max Wylie

Jessop, Alexander (Ed.)—The Best American Humorous Short Stories The Modern Library, N. Y. 276 pp.

The eighteen short stories that comprise this collection are most uneven in merit, and scarcely represent the American humorous short story at its best. Tales like *The Little Frenchman and His Water Pots* by George Pope Morris, *The Angel of the Odd* by Edgar Allan Poe, and *The Hotel Experience of Mr. Pink Flaker* by Richard Malcolm Johnston are not uproariously funny while *Tetbottom's Spectacles* by George William Curtis is a beautiful semi-allegory with very little of the genuinely humorous about it. *The Watkinson Evening* by Eliza Leslic from *Godey's Lady's Book* reflects admirably and amusingly a certain type of nineteenth century school ma'am inculcation of good manners, while the selected stories by Edward Everett Hale, Mark Twain, Harry Stillwell Edwards, Bret Harte, O. Henry, and George Randolph Chester are well-chosen. The introduction by Mr Jessop is a brief history, of the American humorous short story, and is quite worth-while. On the

whole the volume is excellent value for the money as this edition only runs at ninety-five cent to the volume. Librarians would do well to look over the list of titles in the Modern Library for they will find therein many books that can nowhere else be obtained in as cheap and presentable a form. The volume under review is certainly one of the less important in the series.

F. M. Velte.

Maugham W. Somerset.—*Cakes and Ale or The Skeleton in the Cupboard.* Doubleday, Doran. 308p.

An exceptionally well-written novel which contains a shrewd and amusing satire on formal biography. The hero, (if he merits the title), Edward Driffield bears enough resemblance to that grand old man of English letters, Thomas Hardy, to have evoked a firm denial from the novelist. The story begins after Driffield's death with the efforts of the second Mrs Driffield and Alroy Kear--there is to me an anagrammatic suggestion in this name--to collect material for a biography of the dead writer, universally regarded as one of the masters of the English novel. They appeal to the narrator, Ashenden, also a writer, for his memories of Driffield, largely because he knows more about the skeleton in the Driffield cupboard, the first Mrs Driffield, Rosie Gann, barmaid and light-of-love, than anyone else. Needless to say the second Mrs Driffield's intention is to keep the cupboard door well closed, and both she and Kear distrust Ashenden. Ashenden shows us by his narrative how it was Rosie that made Driffield both happy and a novelist, and how his shrewd second wife, who made of him a notability destroyed his happiness, his naturalness, and his art in the process. The characters are extremely lifelike and there is a stimulating tang to the style. Mr Maugham writes so beautifully that one cannot but feel a sense of waste in his selection of theme. In other words this novel is fascinating,

but the author might produce more classic work if he condescended to be little less popular and smart.

F. M. Velte.

Fulop-Miller, Rene.—*Rasputin; The Holy Devil.* Garden City Publishing, Co. 372 pp.

All books suffer very heavily by translation, but whether you are disappointed with the particular style of this document or not, the story of the life of Rasputin will remain as one of the most intensely gripping and insoluble fascinations of all those vivid, oblique, and irresistible personalities who, by their individual gifts and individual ruthlessness and depravity, combine their talents in such a way as to control the fate of great nations. Considered by many to be the reincarnation of Christ, Rasputin ingratiated himself with sufficient security into the arcanum of the last Czar of Russia to realize complete power for over twenty years, creating and dissolving cabinets, determining national policies during the Great War, demanding, bullying, forcing the acceptance of his invulnerability and omnipotence by unprecedented exhibitions of dictatorship and cunning subterfuge. Any attempted analysis of his character is as fruitless as addressing questions to the Sphinx. In the whole parade of recorded history he stands as the peerless hypocrite, posing as he did for almost thirty years following his emergence from ascetic retirement, as a holy man, one of God's elect, and converting the aura thus surrounding him into a sphere of attraction that would make possible the constant gratification of his perverted appetites. Women, despite the 'staret's' vile hair, filthy hands, and comprehensive dishevelment, found him a toothsome paramour and the record of his debaucheries, carried on amidst the most select stratum of Russian aristocracy, would be rejected by any reader if the evidence, most of it, were not culled from police reports. A drunken, depraved rake, capitalizing his fictitious halo in order to waste the substance of a great

empire for his own enjoyment is the impression that remains to us of him. Death by violence seems inevitable for men of his stamp. It could have been logically presaged from the early pages. Violence, abandonment of reason, domestic turmoil, national revolution with himself in the middle of it all is fittingly terminated with the picture of the titanic holy devil, his body hacked open with knife and riddled with bullets, being pursued down the palatial stairways and hurled to his doom through the ice of Neva River. It's a true story.

Max Wylie

Thomson, Edward.—*The Reconstruction of India.* Faber and Faber. 303 pp.

To this extraordinarily clear and penetrating discussion goes our vote for this year's best all round book on the Indian question. It is handled with a refreshing absence of prejudice, with authentic knowledge and experience, and intelligent criticism. Thompson knows how to write and he has a good deal to say. He is, significantly, quite as often denunciatory of his government's policies as he is of those of the Indians. The book opens with a terse tho' complete presentation of historical circumstances, a review of earlier administrations, and proceeds, with a diagnosis of Mahatma, his powers and weaknesses, a few trenchant remarks regarding the non-co-operation movement—a section which leads the reader to an almost complete understanding of the inevitability of the international impasse. The problem of the native states is combed out, as is also that of communal irreconcilability, Dominion Status defined, interpreted, and evaluated, the question of India's competence to govern herself examined into, and the whole briefly and conveniently summarized at the end. The book is packed with so much evidence, so much that is pertinent; the snarls are disentangled with such skilful simplicity and such ardent sincerity, that it ingratiates itself at once into an unreserved acceptance as a source book.

of catechistic value and convenience. If you read only one book on the present Indian embroilment, this is our recommendation.

Max Wylie

Thomas Oswald.—*The Heavens and the Universe.* Allan and Unwin, 284 pp.

This book is quite worth the effort if you like to tinker with stars. Also good if you don't know anything about the cosmological system of the universe. It is phrased in the popular manner, not too technical, yet enough so to make it sound authoritative. It is virtually a handbook of astronomy for the novice, and discusses and explains such things as nebulae, comets, the Solar System, meteors, constellations, the condition and history of the earth's planets, size and distance of stars, theory of space, the canals of Mars, rings of Saturn, the Milky way, etc., the whole show in fact, told quite simply and intimately.

Max Wylie.

Yeats-Brown, Francis.—*The Lives of A Bengal Lancer.* Gollancz 278 pp.

One of the best panoramas of India we have seen. The story of a young English cavalry officer with a flair for the exciting, the hazardous and the unusual, told in a rapid-fire, informal, and irresistibly boyish manner. It is a profile of a life that has investigated not only a large slice of geography, but out-of-the-way thrills as well, the emotional gamut, war, capture, escape, all tinged with a depth of feeling, not a little ingenuousness, and much humour. Half the people who read this book take it at a single sitting. It grabs one's imagination at once, and the movement throughout is cinematically rapid and various. Polo, pig-sticking, aeronautical fillips, yogis and chelas, all to the accompaniment of oriental pulsations, and the exuberance of a now almost extinct variety of raconteur, a man in whose veins there flows a distinct suggestion of blood rather than commercial soda water. It is an autobiography of a life that has been lived at the white heat of intensity.

Max Wylie

COLLEGE BOOKS and COMMENTARIES

Balwant Rai & Muhammad Amin.—Treasury of Essays and Letters, Lahore: Atma Ram. 330. pp. Re. 1-8-0

It is a successful publication in view of its aims and objects. In point of comprehensiveness it is recalled by very few books of its kind. It contains useful hints on composition, letter-writing, essay-writing, story-writing, dialogue construction, and the drafting of official correspondence. In addition to these it contains some good examples of telegrams, advertisements, testimonials, proverbs, and essays in outline. These examples are well chosen and are calculated to be of practical use. (Some of these in fact, may be of actual use, such as "A letter to your guardian asking him to send you some money. Tell him also why you want the same.") The book as a whole is very much needed by post-matric students. For those in search of posts in the various Government offices or business firms it will provide a good basis of work, and will help them later on in their daily routine. For the examinees of the Intermediate it is bound to be equally helpful because it forestalls many examination questions, which are repeated time and again. It is therefore strongly recommended for use in class.

Bannerjee.—Britain Since 1815. 1931. Lahore: Atma Ram. 456 pp. Rs. 3/12.

This book appears to be a revised edition of the Authors' publication 'The Age of Queen Victoria' about four years ago. We congratulate the author on bringing out such a nicely finished book on one of the most intricate periods of English history. The tangled tale of the ministries of Victoria, the boisterous circumstances culminating in the Reforms of William IV and various other leading episodes of the age of reaction and reconstruction after the Congress of Vienna have been presented with such grace and clearness as would undoubtedly leave indelible impressions

on the minds of readers. Most of the controversial points concerning the policies and demeanour of eminent Foreign Ministries have received careful and impartial treatment. The Colonial problems and the Eastern question have also been lucidly explained. The division of the book into chapters and further subdivision into sections enhance the beauty of the narrative without interfering with the continuity of the subject. The book is sure to command respect and esteem in the domain of history.

Mumtaz Hussain

Barry, C. H.—Gleaming Arches. Lahore: Rai Sahib Gulab Singh. 144p.

Here is a little book well calculated to instruct the average Indian student, in school, or for that matter, in college, and as such worthy of recommendation in *The Modern Librarian*. Necessarily sketchily, but at the same time in interesting fashion the author deals with man's development and conquest of his world. That the book has been written for school or college use in India is obvious, and we have no doubt that it might serve a valuable purpose if prescribed. It is difficult to say, however in what field of study it should be prescribed, since there is no general information course in our curricula. Under the circumstances the book will probably be pushed as an English text, although there are teachers of English who will scarcely approve of that solution. Still Mr Barry has done a pretty good piece of work and has been well supported by his publishers, who have turned out a neat volume. To the author's foreword and quotations at the head of each chapter we are inclined to reply with a certain classic, acidulous, and crushing phrase pretty generally attributed to the late Queen Victoria, but then—every man in his humour.

F. M. Velte.

Niranjan Singh & Kirpal Singh.—Practical Chemistry for Senior Students
Lahore: Atma Ram. Rs. 3-4-0.

A book written by such experienced teachers most especially when one of the authors is a professor of the standing and reputation of Prof. Niranjan Singh does not require any special recommendation. The book fully meets the requirements of the candidates preparing for the B. Sc. (pass) examination of our University and in my opinion will be found very useful by the Honour School Students, as well, in their practical work. The subject matter is very well arranged and the treatment is very systematic. It would not be out of place to mention two of the important features of the book. It is a very common experience of all connected with the B. Sc. work that very often even though the students possess the ability to carry on the various determinations with reasonable speed and accuracy, many of them have either very vague or no conception of the theoretical principles involved in the various operations carried on by them. This defect is especially noticeable in qualitative analysis, in which, a large majority of the students carry on the

separation and detection of the various radicals mechanically, by the help of the qualitative analysis tables, without even trying to understand the principles underlying the various analytical reactions. Even when special lectures on principles underlying analytical chemistry, are given, the students may forget some detail and they did not have any book handy by the help of which they could refresh their memory. The authors have well examined the principles underlying the various operations in practical chemistry and thus with the help of this book, students will be able to carry on their practical work more intelligently. The description of the negative radicals in qualitative mixtures is generally considered a very difficult task by an average student. The authors have devised a special scheme for the identification of the various acidic radicals present in the qualitative mixtures, which I am sure, will be very helpful to the students and will make their task easier. The printing and the general get-up of the book are satisfactory.

N. A. Yajnik.

Library Notes & News

Madras University.

SUMMER COURSE IN LIBRARY SCIENCE.

The University of Madras has instituted a Summer course in Library Science from this year. The course is held for three months in April, May and June. Mr. S. R. Ranganathan, M. A., L. T., F. L. A., Librarian, Madras University conducts the course. The tuition fee for the full course is Rs. 20. An examination is given to candidates under training and a diploma is awarded to successful candidates by the University. In selecting candidates for the course preference is given to graduates.

The Lahore Library Association.

Donations.

	Rs.	a.	p.
The Hon'ble Sir Jōgendra Singh	50	0	0
The Hon'ble Justice Sir Abdul Qadir	15	0	0
Lala Ram Chand Manchanda Advocate, High Court, Lahore	50	0	0
Mian Ahmad Yar Khan Daultanna	20	0	0

Dr (Mrs) M. C. Shave	10	0	0
J. W. Thomas, Esq., Principal, Hailey College of Commerce ...	10	0	0
Prof. S. N. Das Gupta	10	0	0
Prof. A. K. Siddhanta	25	0	0
Prof. M. S. Bhatta ..	10	0	0
Lala Charanjive Lal Aggarwal, Advocate, High Court, Lahore ...	10	0	0
Lala Des Raj Sabarwal, Lib- rarian, High Court Lahore ...	20	0	0
Aga Turab, Esq., Aslam Khan place Nalikha, Lahore. ...	10	0	0

Hooghly District Library Association.

At a meeting of the Council of the Association held on the 5th March 1931 under the presidency of Kumar Munindra Deb Rai Mohasai M.L.C. the following important resolutions were passed :—

1. The Teachers and Students of the Hooghly District be requested to join the Association to further the library activities within the district..

2. An up-to-date list of Authors of the Hooghly District with their works be compiled before the next District Library Conference.

3. The Council accepted with thanks the invitation from the Bansberia Public Library for holding the fourth

Hooghly District Library Conference at Bansberia in May next.

4. A quarterly library journal in Bengali "Pathagar" be published by the Association under the editorship of Kumar Munindra Deb Rai Mohasai M.L.C., the first issue to come out at the time of the next Conference.

The Libraries, library supply houses and library associations are requested to send exhibits to be shown at the time of the Conference to the Secretary, Hooghly District Library Association, Bansberia Public Library, Bansberia Distt. Hooghly.

The Modern Librarian

Notice to Subscribers.

All subscribers are requested to note that we have charged subscriptions to *The Modern Librarian* for Vol. 1, 1930-31, and not from the date on which they were paid. We have so far issued four numbers of *The Modern Librarian* and another number, combined issue for May and June, will complete the volume. Those subscribers who have not received any of the issues are requested to get them from the Managing Editor, *The Modern Librarian*, Forman Christian College Library, Lahore at their earliest convenience.

The Punjab Library Conference

The First Punjab Library Conference held at Lahore was a unique success. About 500 visitors and delegates attended. The Y. M. C. A. Hall where the Conference was held was packed to overflowing. Besides the President of the Conference the Hon'ble Sr Jogendra Singh, Kt., Minister for Agriculture, Punjab, the Hon'ble Justice Sir Abdul Qadir, Lady Shaffi, Dr Rah-man, Miss Gupta, Miss Muzumdar, Mrs

G. S. Chawla, Maulvi Fazal-ud-Din of the Anjamane Himayit Islam, R. B. Lala Durga Das, R. B. Lal Sewak Ram, Dr Nand Lal, Miss G. Harrison, Miss Cocks, R. S. Lala Raghunath Sahai, Mrs Benade, Sardar Bhagat Singh of the Central Training College, Lala Devi Ditta Mall, Retired Inspector of Schools, Maulvi Mahbub Alam and several others were present. Among the delegates Mr Be G. Shah from the Gujrat College

Ahmedbad, Prof. Gopal Das from Ludhiana, Professor S. M. Dattataryia from Lyallpur, Lala Nathu Ram from Amritsar and many others attended the Conference.

A Library Exhibition was opened along with the Conference. At the exhibition some of the rarest collections of books were displayed. The novelty of the exhibition lay in the prominence it gave to the children's section. Mrs Benade's collection of juvenile literature proved of very great interest. Dr Velte's collection of first editions of some of the world famous books was specially liked. Dr Hafiz-ul-Rahman's collection of Persian, Arabic, Sanskrit, Hindi and Dutch manuscripts was a feature which specially attracted attention. Collections of beautiful and rare books from the Forman Christian College, Dyal Singh College, Hailey College of Commerce and Sir Ganga Ram Library displayed at the Exhibition added greatly to its beauty as well as utility. A large number of publicity posters, pictures and maps that were sent by the Baroda Library Department decorated the walls of the hall in which the exhibition was held. The most attractive posters were the following:-

"Your public library offers you information on any subject. Books to read at home for pleasure and profit. Telephone service for answering all kinds of hard questions." "New novels, latest magazines, all free. Airy rooms, cool in summer and warm in winter, courteous and efficient attendants. Come in and use your public library." "Free trip. To the Tropics, North or South Pole, Desert Islands, ancient and modern cities and several other places you never heard of! All of these may be obtained absolutely free of charge in the books of the Public library." "If you wish to know the meaning, the spelling, the pronunciation of a word telephone the public library." "Explore the enchanted past through books." "Good books build character." "The Public library exists

for your education, information and recreation." "What good books do. Books are the food of youth. Minds like bodies, need food that is wholesome, clean and nutritious. A nation's happiness, intelligence, morality depend largely upon what books its people read."

The Exhibition was opened by Begum Shah Nawaz who specially came for this purpose from Delhi. The memorable address she delivered on this occasion deserves to be carefully read.

After the Exhibition was opened the audience walked round the exhibition hall and the lobby where booksellers, Oxford Press, Rama Krishna Sons, the Indian Press, Atma Ram and Sons and Sh. Mabarak Ali, had displayed their wares. After this all went to the hall where the Conference was to be held. Dr F. Mowbray Velte read the following messages:-

From Dr Sir C. V. Raman, Kt., M. A., D. Sc., F. R. S., of the Calcutta University.

I am delighted to hear of the Punjab Library Conference which is being convened by the Library Association of Lahore. The library movement in India is one of the most hopeful signs of the times. The organisation of public libraries in every town and village is a duty requiring urgent attention from Public bodies. The conference would stimulate interest in the subject and thereby promote the cause of culture. It has my warmest good wishes."

From Professor S. Radhakrishana of the Calcutta University.

"I wish your movement and the Conference all success. In the absence of a systematic programme of adult education, the only great instrument we have is the library movement. I hope the Government and the people will recognise the importance of the movement and help to spread it far and wide.

From Dr A. Rahman, Vice-Chancellor of the Delhi University.

I was much gratified to hear that the First Session of the Punjab Library

Conference will be held at Lahore on March 27, 28 and 29, 1931 under the presidentship of the Hon'ble Sir Jogendar Singh, Minister for Agriculture, Punjab. I regret my inability to attend the Conference; but I should like to take this opportunity of congratulating the organisers of the conference on this admirable enterprise. On behalf of the University of Delhi, I desire to send you our warmest wishes for the present and future welfare of the organization and for the complete success of the ensuing session of the Conference. I appreciate the aims and objects of the Conference and hope that it will contribute largely to the intellectual life of the Country."

Then the Address of the Chairman of the Reception Committee, Lala Ram Chand Manchanda, who eloquently related the aims and objects of the Conference and the Punjab Library Association was then read. The President, the Hon'ble Sir Jogendra Singh, Minister for Agriculture, delivered his scholarly address, which the audience listened with rapt attention. Dr F. Mowbray Velte, Chairman of the Council, Punjab Library Association followed the Hon'ble Sir Jogendra Singh and related how Public, School and College libraries should serve their communities. The most remarkable speech was however the *extempore* attempt from the eloquent lips of Begum Shah Nawaz, who spoke feelingly on the importance and the necessity of the library movement, with an organ of its own. She referred to her recent experiences in London, where she visited many libraries and witnessed the passion for reading that the English nation possessed. In England even sweepers, flower-girls and lift-boys were seen utilizing their leisure in the study of classics. This she said was the secret of England's greatness. And if India aspired to equalify with her she must measure up to the

same standard in culture. This could be achieved by the spread of the new library movement as a centre of social and intellectual advancement and as a nucleus for starting adult education and mass enlightenment. She promised to give her time and attention to this movement and appealed to the audience to help this movement which was fraught with great possibilities. The Hon'ble Sir Jogendra Singh concluded the open session of the Conference by impressing the same ideas and by enlisting his active sympathy and support for the advancement of this movement.

Professor S. N. Das Gupta appealed to the generosity of the Public and told the story of a few sincere workers among whom the name of Dr Velte was specially mentioned who have shouldered this responsibility and made the movement a reality with a Journal of its own which in the words of Begum Shah Nawaz was the best and the first of its kind in India.

The session lasted for two days more along with the exhibition. The visit to local libraries was arranged by the Conference to enable the delegates from the *mufassil* to study the administration of the important libraries of Lahore. It was decided by the delegates to open district library associations in their districts as branches of the Punjab Library Association. The Conference also decided to start a summer school of library science to train more librarians for the re-organisation of those school, college and public libraries which are following old methods. The members of the Association are specially indebted to the Y. M. C. A. authorities for their never-failing courtesy in lending the hall and the Editorial staff of *The Tribune* and *The Free Press* for giving the movement all the publicity it needed at the start.



Mr Newton MOHUN DUTT, F. L. A.
Curator of States Libraries, Baroda.
who presided over the Library Service Section
of the
First All-Asia Educational Conference held at Benares.

The First All-Asia Educational Conference

Library Service Section

Benares, December 27-30, 1931.

The meetings of the Library Service Section of the First All-Asia Educational Conference were held on December 27, 28, 29 and 30, 1930 in the Telang Library, Benares under the Presidentship of one of India's pioneer librarians, Mr Newton Mohun Dutt, the Curator, Library Department, Baroda. Mr S. R. Ranganathan, M. A., L.T., F.L.A., Librarian, Madras University was the Secretary and Mr D. Subramanian, M. A., Assistant Librarian, Benares University, was the local Secretary of the Conference.

Fifty-six papers were received to be read at the Conference from different parts of the world.

* The following is the list of papers.

1. *The Social Function of the Public Library* by Walter Hofmann, Director, People's Library, Leipzig.

2. *Libraries as Channels of National Progress* by H. I. Chatterjee, Secretary, Central Library, Gwalior.

3. *A Model Library Act for India* by S. R. Ranganathan, M. A., L. T., F. L. A., Librarian, Madras University, Madras.

4. *Suggestions for Standardisation of Library Technique* by Satisa C. Guha, Late Librarian, Raj Dharbanga.

5. *Classification of Indian Sciences* by Pushkaranath Raina, Secretary, Shri Bharatiya Shiksha Sammelana, Dharbanga.

6. *A Library without Cost* by C. Ranganatha Ayyangar, M. A., L. T., Head Master, L. M. High School Gooty.

7. *On Libraries* by K. C. Ragaven, B. A., Pudokotta.

8. *Some Important Aspects of University Libraries* by D. Subramanian, M. A., Asst. Librarian, Hindu University, Benares.

9. *Libraries in Relation to Education* by Manoranjan Ray, M. A., B. L., Librarian, Dacca University, Dacca.

10. *The Library the Heart of the School* by Joy Elmer Morgan, Editor, The Journal of the National Education Association, Washington D. C.,

11. *The Physiology and Anatomy of the Heart of the School* by S. R. Ranganathan, Librarian, Madras University, Madras.

12. *Children's Service in Public Libraries* by Mary Gould Davis, Chairwoman, Section for Library Work with Children, American Library Association.

13. *The Elementary School Library* by Joy Elmer Morgan, Editor, The Journal of National Education Association, Washington D. C.

14. *The School Libraries in the United States* by Lucile F. Forgo, Associate Director, Library School, George Peabody College, Nashville, Tenn U. S. A.

15. *Children's Libraries in Great Britain* by W. C. Berwick Sayers, F. L. A., Chief Librarian, Croydon Public Libraries.

16. *School Library* by Sushil Kumar Ghosh, B. L. Secretary, All-Bengal Library Association.

* Some of these papers have been printed in *The South Indian Teacher* and can be had of the Librarian, Madras University for Re. 1-1-0 (including postage).
*The rest will be published in the next issue of the same journal.

17. *The Spread of the Library Movement in India and the Present-day Teacher's Part in it* by V. Srinivasan, B. A., L.T., Assistant, Sri Sankara Vidya Sala, Kodumudi.

18. *Library Service and Elementary School Teachers* by S. Jagannathan, Kindergarten Assistant, Teacher's College, Saidapet.

19. *The Education of School Librarians in America* by Sarah C. N. Bogle, Secretary, Board of Education for Librarianship, American Library Association.

20. *Organisation of the Library Profession in Great Britain* by Lionel R. McColvin, F.L.A., (Hons. Dipl.) Chief Librarian Ipswich Public Libraries.

21. *Library Training in China* by Thomas C. S. Hu., M. A., Librarian, National Wuhon University, Wuchang.

22. *The Evolution of the Chinese Book* by T. K. Koo.

23. *Development of the Modern Libraries in China* by T. C. Tai, B. A., B. L. S., Ph.D., Director of Higher Education, Kiangsu Educational District, Dean of National Central University, Nanking, and Director of the National Central University Library, Nanking.

24. *History of Libraries in China* by L. Thomason, Shanghai College, China.

25. *Libraries and Library Work in Japan* by K. Matsumat, Director, Imperial Library of Japan, Tokyo.

26. *A Survey of the Librarianship in Japan* by Jikai Imazawa, Librarian of the Hibia Library and Chief Librarian, of the Tokyo City Libraries.

27. *Libraries in India* by L. N. Gubil Sundaresan, Journalist. Trichinopoly.

28. *Some Aspects of Development of Library Activities in India* by T. C. Dutta, Joint-Secretary, All Bengal Library Association.

29. *Public Library Movement in Eng-*

land and India by Raghunath S. Parkhi, Assistant Librarian, Bai Jerbai Vadia Library, Fergusson College, Poona.

30. *The Library Movement in the Punjab* by Ratanchand Manchanda, Secretary, Library Association, Lahore.

31. *The Rural Library Movement in Rajshahi* by B. Chauduri, Secretary, Binapani Sahitaya Mandir, Rajshahi.

32. *The Library Movement in Bengal* by Kumar Munindra Deb Rai Mahasai, M.L.C., of the Bansberia Raj. Vice President, All-India and All-Bengal Library Association.

33. *The Baroda Library System* by Newton Mohun Dutt, F.L.A., Curator of State Libraries, Baroda and Reader to H. H. The Maharaja Gaekwad; Hon. Foreign Correspondent, Royal Society of Literature, Vice-President All-India Library Association.

34. *Andhra's Contribution to the Library Cult* by S. V. Narasimha Shastri, B.A., B.L.; President, Executive, Committee, Andhra Desa Library Association.

35. *The Work of the Madras Library Association* by S. R. Ranganathan, M.A., L.T., F.L.A., Secretary, Madras Library Association.

36. *Libraries in Mysore* by Y. V. Chandrasekhariah. B. A., LL.B., Librarian, Public Library, Bangalore.

37. *Libraries of Persia*, by Herrick B. Young, M. A., Librarian, American College of Teheran, Persia.

38. *Public Libraries in Iowa* by Julia A. Robinson, Secretary. Iowa Library Commission.

40. *Library Publicity Methods adopted in Iowa and the Need and Utility of a Publicity Department in Libraries*, by Mildred Othmer Peterson, Director of Publicity of Des Moines Public Library, Middle Western Representative on the Publicity Committee of the American Library Association.

41. *County Libraries as California Sees*

them by Milton J. Ferguson, Librarian, California State Library.

42. *Inter-Library Loans in Great Britain* by Luxmoore Newcombe, F.L.A., Principal Executive Officer and Librarian, National Central Library, London.

43. *Walter Hofman's Contribution to Librarianship.*

44. *Some Facts about Libraries in the Philippines particularly the National Library* by Eulogio B. Rodriguez, Assistant Director, National Library of the Philippines.

45. *Two Oriental Libraries in India* by V. Srinivasan, B. L., L.T., Assistant, Sri Sankara Vidyalaya Sala, Kodumudi.

46. *The Imperial Library* by K. M. Asadullah, Librarian, The Imperial Library, Calcutta.

47. *A Short History of the Rajshahi Public Library* by Sudhir Chandra Rai, M. A., B. L., Honorary Librarian, Rajshahi Public Library.

48. *A Brief report of the Mathur Chaturvedi Pustakalaya* by M.L., Chaturvedi, General Secretary, Mathur Chaturvedi Pustakalaya, Mainpuri.

49. *Allahabad Public Library* by A. C. Bannerji, Honorary Secretary, Allahabad Public Library.

50. *A Paper on Dr Nair Free Reading Room and Library, Madura* by K. Ramaswami, Secretary, Dr Nair Free Reading Room and Library, Madura.

51. *A Report on the Calcutta University Library*, by Basanta Vihary Chandra, M.A., Librarian, Calcutta University.

52. *Dacca University Library*, by Manoranjan Roy, M.A., B.L., Librarian Dacca University.

53. *Report on the Development of the Hindu University Library* by D. Subramanian, M. A., Assistant Librarian, Hindu University Library, Benares.

54. *Progress of the Madras University Library* by S. R. Ranganathan, M.A., L. T., F. L. A., Librarian, University of Madras.

55. *A Short note on the Mysore University Library*, G. K. Narashinh Murtie, M. A., B. L., Librarian, Mysore University.

56. *The Annamalai University*, G. Dr M. O. Thomas, M. A. Ph.D., Librarian, Annamalai University.

MESSAGES.

Mr S. R. Ranganathan, Secretary of the Conference read many messages received from prominent library workers in different parts of the world.

The most inspiring message was from Mr Melvil Dewey, the father of the modern library movement, who is spending the evenings of his life at Lake Placid. He wrote :-

"In a leaf full of inspirations I still found a new thrill in reading your notice of the All-Asia Educational Conference and specially about its library service section. *All nations are coming rapidly to understand that we shall never attain a better world merely by laws, police and soldiers.* Somehow we must make people prefer the better things and that is education.

I have for over 50 years been preaching the gospel that the schools are only one-half of the education and that the corner stone of the second part is the public library. We have five groups of schools, elementary, secondary, higher, professional and technical and crowning all our good universities. In the same way we have five groups in the other part of education. Most important is what comes for reading including both books and periodicals. Then comes museum of art, history and intervention of language. Then there is the great field of extension teaching covering all the instruction given outside the ordinary schools from kindergarten to university. This includes summer, vacation and correspondence schools, pulpit and forum. Then there are many thousand of study clubs which make up the group of mutual helps and finally, least important but still to be remem-

bered, the *tests and credentials* which give a kind of mental yard stick with which to measure progress. I established 40 years ago the first government department to recognize the other half of the education. I called it "home education." It has grown in the last five years. Active, and aggressive work has been done widely under the name of 'adult education.' I prefer my name 'home education' because it is for the *youth* as well as for *adults* and represents all of education outside the regular schools. In there the school is the chief concern, even when they work out of school hours. In 'home education' most people have their regular vocations which are their chief concern while home education uses the evenings, holidays and vacations to carry forward the education which many of them got only partly from the schools. The library association you are starting is the national hub round which the other features will grow. Later you will have a school for training librarians and each year this broad view of education will take deeper hold in Asia..... *The Decimal Classification*, like all things human is imperfect but it has the enormous advantage that it is used by some 14,000 libraries, institutions and schools. Scores of people have spent much time in making their own schemes and have later on found it wiser to adopt the standard Decimal System as published because it brought them into harmony with the system now used vastly more in a score of countries. Years ago I gave all the copyrights to our Education Federation on condition that it never should be used as a source of profit but that all receipts for its sale should be used solely to extend its usefulness. Naturally the system first published in 1876 was from the standpoint of our American libraries. Through the 12th edition it has constantly broadened. But we need specially to cover Asia more adequately and hope we shall have your active co-operation in making the Decimal System still more widely useful. Give a message of warm congratulations to your All-Asia Confer-

ence. It is the beginning of a movement certain to grow steadily in usefulness to the great people who live in the countries which were the cradle of the human race." Mr Ranganathan, the Secretary, gave a short account of the life of Mr Melvil Dewey, the veteran librarian, the author of the message. Born in 1851, he founded the American Library Association in 1876 and established the first school of library science at Columbia College in 1883. At the beginning of the present century he inaugurated the first travelling library system in the state of New York. Probably more than any other person he was responsible for the development of library science in America.

PRESIDENTIAL ADDRESS.

Mr Newton Mohan Dutt in course of his address said:

"You are pioneers, working in an almost virgin soil, a field where the harvest truly is plenteous but the labourers are but few. It is your task and mission to bring home to the people of India the cultural value and the full significance of the library movement. Yours is a task of no small magnitude and difficulty in a country steeped in poverty and ignorance—a sub-continent of some 319 million folk, of which not more than about 22·6 millions can read and write. You will, I am sure, bring to your task the spirit of pioneers, being neither elated by success nor dispirited by failure. You will regard yourselves as missionaries of new religion—the library religion. Permit me to recall to your minds two creeds drawn up by two great apostles of this religion. I will first quote the words of the Scottish lad who, forced by the sting and poverty and the spur of ambition, emigrated in early life to the new world, who there managed by pluck and luck to achieve fame and fortune, and who left the millions which he had amassed in America for the uplift of his fellow men, and particularly for the furtherance of the library cause

in the land of his birth and the land of his adoption. Here is the library creed of Andrew Carnegie.

"The most important duty of the State is the universal education of the masses. No money which can be usefully spent for this indispensable end should be denied. Public sentiment should on the contrary approve the doctrine that the more that can be judiciously spent, the better for the country. There is no insurance for nations so cheap as the enlightenment of the people."

"I choose free libraries as the best agencies for improving the masses of the people, because they give everything for nothing. They reach the aspiring, and open to those the chief treasures of the world, those stored up in books. A taste for reading drives out lower tastes."

The Indian apostle of the library religion as you all know is the son of a Nasik farmer who by good fortune, or rather let us say by the hand of God, was at the early age of 13 raised to the throne of a great Indian state, and who devoted his whole life to the improvement of the people committed to his charge, becoming the pioneer, not only of free and compulsory education, but also of the free public library in India. Listen to the library creed of H. H. Sayajirao Maharaja Gaekwad of Baroda.

"The people must rise superior to their circumstances and realise that more knowledge is their greatest need. They must be brought to love books; they must be taught to make books a part and parcel of their lives. The libraries would not then appear a mere luxury, but a necessity of existence."

RESOLUTIONS.

- I. That the Library Service Section of the First All-Asia Educational Conference held at Benares in December 1930 requests the Inter-University Board of India to bring into operation a scheme of Inter-University

library loan of books and bound volumes of periodicals.

Moved by Mr S. R. Ranganathan (Madras), Seconded by Dr M. O. Thomas (Annamalai Nagar).

- II. That the Library Service Section of the First All-Asia Educational Conference requests the Inter-University Board of India, to arrange for the preparation of a Union Catalogue of the resources of all the University libraries in India, to facilitate inter-library loan in the interest of the furtherance of research.

Moved by Mr D. Subramanian (Benares)

Seconded by Mr Bashiruddin (Aligarh).

- III. That the Library Service Section of the First All-Asia Educational Conference requests the Inter-University Board of India to allow their respective University libraries to function as reference libraries to the general public.

Moved by Mr G. S. Misra (Benares).

Seconded by Mr D Subramanian (Benares).

- IV. That the Library Service Section of the First All-Asia Educational Conference requests the Inter-University Board of India that provision may be made for having as one of its members a University Librarian, elected by the Libraries of Indian Universities.

Moved by Mr D. Subramanian. (Benaras).

Seconded by Dr. M. C. Thomas (Annamalai Nagar).

- V. That the Library Service Section of the First All-Asia Educational Conference requests the Inter-University Board of India to secure that the librarians and trained members of the library staff of all Indian Universities be placed on a standard scale of salary according to their quali-

tifications and length of service.

Moved by Mr Ganga Pershad Tiwari (Patna).

Seconded by Mr Kamla Parshad Tiwari (Allahabad).

- VI. That the Library Service Section of the First All-Asia Educational Conference held at Benares, requests the Inter-University Board of India to move the different Universities in India to provide for the members of the University library staff, who possesses at least master's degree being made eligible to become members of faculties in the same way as professors and assistant professors with similar qualifications.

Moved by Mr D. Subramanian (Benaras). Seconded by Dr M. O. Thomas (Annamalai Nager).

- VII. That an Association of University librarians be formed to maintain proper professional standards and to further the interests of the staff of the University libraries.

Moved by Mr Ganga Parshad Tewari (Patna).

Seconded by Mr Bashiruddin (Aligarh).

- VIII. That the Library Service Section of the First All-Asia Educational Conference urges the colleges situated in localities not possessing a public library to throw open their college libraries to the public of the locality for some hours in the evenings for reference purposes.

Moved by Mr Ratanchand Manchanda (Lahore).

Seconded by Mr Vidya Sagar Sastri (Bikaner).

- IX. That the Library Service Section of the First All-Asia Educational Conference requests all libraries of the world and specially those of India to take immediate steps, with greater interest than hitherto, to-

wards the collection and preservation of the records of the ancient Sanskrit Literature which are the life and soul of Indian Civilization and requests them to prepare a subject index of their Sanskrit collections.

Moved by Mr Pushkarnath Raina (Darbhanga).

Seconded by Mr Sushil Kumar Ghosh (Calcutta).

- X. That the Library Service Section of the First All-Asia Educational Conference records its appreciation of the efforts of the Punjab Library Association to publish *The Modern Librarian* an organ to espouse the library movement in India.

Moved by Mr R. S. Parkhi (Poona).

Seconded by Mr T. C. Dutta (Calcutta).

- XI. That the Library Service Section of the First All-Asia Educational Conference appeals the librarians, library trustees, and other persons interested in libraries to establish library associations in their provinces and districts, where they do not already exist, to further the library movement.

Moved by Mr Kamala Prasad (Allahabad).

Seconded by Mr Bashir-ud-Din (Aligarh).

- XII. That the Library Service Section of the First All-Asia Educational Conference requests the All-India Library Association to co-ordinate the activities of library work in different provinces.

Moved by Mr Sushil Kumar Ghosh (Calcutta). Seconded by Mr Ganga Parshad Tiwari (Patna).

- XIII. That the Library Service Section of the First All-Asia Educational Conference urges the Government of each of the provinces and states of India to enact public library law at an early date.

Moved by Madhava Parshad (Benares)
Seconded by S. C. Guha (Patna).

THE RE-ORGANISATION OF THE ALL-INDIA LIBRARY ASSOCIATION.

The delegates to Library Service Section of the All-Asia Educational Conference had an informal discussion about the re-organisation of the All-India Library Association. Messrs Ratanchand Manchanda (Lahore), Newton Mohun Dutt (Baroda) M. O. Thomas (Annamalai Nagar) and G. S. Misra (Benares) took part in a discussion as to what changes might be brought about in the executive of the All-India Library Association. Finally, it was decided that Mr Ratanchand Manchanda (Lahore) should be requested to correspond with the present executive and formulate definite proposals for consideration at a latter time.

DISCUSSION ON LIBRARY ADMINISTRATION.

Mr S. R. Ranganathan (Madras) gave an

account of the *Colon scheme of classification*, which he is building up. It was suggested by the president that the scheme be published in instalments in *The Modern Librarian*. Mr Ranganathan then explained his "Three card system" of dealing with periodicals. A discussion took place on charging methods and safeguards that should be provided in an open access system. Mr Ranganathan gave also long counsels on certain aspect of library organisation and administration to the staff of the Benares University Library and to Mr Ratanchand Manchanda of Lahore.

EXCURSIONS.

The delegates to the Conference visited the Benares University Library and the Carmichael Public Library, Benares. Mr Ranganathan and Mr Dutt gave counsels on library planning to the Secretary of the Library.

LIBRARY ASSOCIATION

LAHORE.

COUNCIL AND OFFICERS FOR THE YEAR 1931 - 32.

President:

Lala Ram Chand Manchanda, B. A.,
LL.B., Advocate, High Court, Lahore.

Chairman of the Council,

Dr W. Mowbray Velte, M.A., Ph. D.

Vice - Presidents.

Prof. S. N. Das Gupta, M. A.
(F. C. COLLEGE.)

Mrs G. S. Chawla,
(DYAL SINGH PUBLIC LIBRARY.)

COUNCIL :

Elected.

Prof. B. C. Harrington, M. A.
(F. C. COLLEGE.)

Prof. M. S. Bhatt, M. A. (F. C. COLLEGE.)

Prof. A. K. Siddhanta, M.A., S.T.M.,
(DYAL SINGH COLLEGE.)

Mr C. Fazil, M. A.,
(Pb. ECONOMIC INQUIRY BOARD.)

Mrs J. M. Benade, (89, McLEOD ROAD.)

Lala Vishnu Datt, B. A., LL.B.
(Pb. VEDIC LIBRARY.)

Lala Des Raj Sabarwal,
(HIGH COURT LIBRARY.)

Lala Naubahar Singh,
(LAW COLLEGE LIBRARY.)

Pd. Parma Nand, M.A., M. O. L.
(D. A. V. COLLEGE LIBRARY.)

Lala Ram Labhaya Sahiblok,
(DYAL SINGH COLLEGE LIBRARY.)

Representing institutions.

Dr Lakshman Swroop, M.A., D. Phie.
(ORIENTAL COLLEGE.)

Kh. Dil Mohammed, M.A., F. P. U.
(ISLAMIA COLLEGE.)

Prof. Krishan Datta, B.A., (CANTAB.)
(SIR GANGA RAM LIBRARY.)

Prof. W. A. Barnes, B. A. (London)
(CENTRAL TRAINING COLLEGE.)

Prof. M. N. Zutshi, M. A.
(D. A. V. COLLEGE.)

Prof. B. N. Singh, M. A.
(MACLAGAN ENGINEERING COLLEGE.)

Prof. Bhopal Singh, M. A.
(DYAL SINGH, COLLEGE.)

Lala Amar Nath Kapur, M. A.
(CENTRAL MODEL SCHOOL.)

Prof. Nand Ram, M. A.
(SANATAN DHARM COLLEGE.)

Lala Jagdish Chandra, B.A., B.T.
(SANATAN DHARM HIGH SCHOOL.)

Lala Ram Labhaya, B. A.
(Pb. PUBLIC LIBRARY.)

Pd. Bhagat Ram, B. A.
(K. E. MEDICAL COLLEGE.)

Miss D. H. Daniel,
(KINNAIRD HIGH SCHOOL.)

Mr J. C. L. Nasir, (Y. M. C. A.)

Mr Mohd. Ashraf,
(MISSION HIGH SCHOOL.)

General Secretary:

Mr Ramchand Manchanda
(HAILY COLLEGE LIBRARY.)

Secretaries:

Mr Sant Ram Bhatia,
(F. C. COLLEGE LIBRARY)

Mr. A. R. Talwar B. A.
(GOVT. COLLEGE LIBRARY.)

Financial Secretary:

Prof. M. S. Bhatt, M. A.
(F. C. COLLEGE)

Legal Advisor:

Lala Charajiva Lal Agarwal, M. A., LL.B.
Advocate, High Court, Lahore.

Auditors

Lala Bir Chand B.A. (LAW COLLEGE.)

THE FIRST
PUNJAB LIBRARY CONFERENCE
LAHORE

MARCH 27th, 28th & 29th 1931

1. Address by Begum Shah Nawaz.
2. Address by Lala Ram Chand Manchanda, B.A., LL. B.,
Advocate, High Court, Lahore.
Chairman of the Reception Committee.
3. Presidential address by the Hon'ble Sir Jogendra Singh, Kt.,
Minister for Agriculture, Punjab.
4. Address by Dr F. Mowbray Velte, M.A., Ph. D.
Chairman of the Council, Punjab, Library Association.
5. Appeal.
6. Resolutions.



Address by
BEGUM SHAH NAWAZ

Mr President, Ladies, and Gentlemen,

I am grateful to the Chairman and the members of the Library Association for having given me the honour of opening this Exhibition.

The Library Association deserves our hearty thanks for all that it is doing for the cultural development of our province, and I take this opportunity of congratulating the members on their having achieved so much, in so short a time.

During my recent visit to Europe I was so very much impressed by the well-equipped public libraries in every country and every city; full of books of every description, accessible to all, rich and poor alike, most of them having been endowed by private individuals, showing what a valuable part they have played in nation-building. Gems of thought treasured in the caskets of books are a nation's greatest wealth. The time has come, when those who have been blessed with worldly treasures in our country should realize their duty of providing for their poorer brethren a wealth of education in the form of good books and libraries. The State alone can never be the means of providing for each village and town, as many free libraries as are necessary for the public.

Ladies and Gentlemen,

Schools and Colleges are institutions where knowledge is imparted and a healthy appetite for learning is cultivated; but libraries are the places where that appetite finds delicacies which alone can appease it. If it is our duty to provide such institutions, is it not essential for us to supply the material to satiate the desire they awaken?

"Drink deep from the fountain of knowledge," said the Prophet of Islam. What better fountain is there than a Library?

As Bacon said, "Libraries are indeed shrines where all the relics of the ancient Saints, full of true virtue, and that without delusion and imposture are preserved and reposed."

Those who care for the dainties that one finds in a Library

are indeed to be envied. For them is reserved the happiness of inhaling the perfume of refined minds, of roaming in new worlds of art and Literature, of conversing with the minds of great men, and meditating silently on their marvellous achievements in ancient and modern Science. It is they who enjoy the fruit of impassioned eloquence, and of oratory full of thought and substance.

It was well said by Fenelon, "If the crowns of all the kingdoms of the Empire were laid down at my feet in exchange for my books and my love of learning, I would spurn them all."

Books are indeed the greatest of friends. In them you find kindred spirits, ideal companions, talking to you of your very thoughts. In this modern life of hurry and bustle, what better pursuits of leisure are there than good books?

Ladies and Gentlemen :

Blessed were the days, when our great teachers and seers had hundreds of pupils, who were ready to climb mountains and cross rivers in order to gain one particle of knowledge. To-day, gems of art and literature may be lying in libraries but few care to enter and have even a look at them. The love of learning, of acquiring knowledge for its own true sake, has yet to be cultivated in the minds of the men and women of our country. Such exhibitions as the one we have before us will help to cultivate this real love of learning. The minds of those who have been used to thinking of education as a means of earning one's livelihood, and in terms of text books only, when introduced to such things as are seen in an exhibition of this type, begin to search for more knowledge about them, and Libraries thus become their frequent haunts. The love of learning takes its birth in their hearts and brains, and slowly it begins to pervade circles which grow wider and wider with the lapse of time.

When a craving for knowledge and progress in all branches of learning is created in a nation, it cannot fail to reach a high pinnacle of civilization. Nation-building requires that Libraries should be provided everywhere, and for all.

Ladies and Gentlemen,

In Libraries people come across not only books, but also

each other, intellectual persons having the same level of intellect come together and ordinary people have a chance of meeting people with cultivated minds and in many cases when free exchange of thought by social contact takes place, it helps to unite persons of different castes and creeds. Those who in their own homes and in schools have learnt to regard their ideas and their moral and educational standards as the only real and true ones, when they partake of the knowledge of the great minds of other communities and other races, begin to have a broader outlook and get rid of their narrow-mindedness. A study of the teachings of great minds of all races makes them realize their own ignorance and they begin to feel that they have no right to consider other people's ideals and aspirations lower than their own. Libraries help to unite the thoughts of the different elements in a nation and the more easily accessible will be the books for the public, the less will be the disunion amongst the masses. A broader outlook makes average persons realize the duties of the citizens of a great nation and a common motherland.

I look forward to the day when our province will be second to none in its being the centre of our nation's intellectual possessions and this land of five rivers will become a home of the best thought and literature of our five languages, Sanskrit, Persian, Urdu, Hindi and Punjabi.

With these few words I have great pleasure in opening this Exhibition.

**Address by LALA RAM CHAND MANCHANDA, B.A., LL.B., Advocate,
Chairman of the Reception Committee.**

Fellow delegates, Ladies, and Gentlemen,

The privilege of offering greetings to all who are here and welcoming the delegates has fallen to my lot and I do so with great sincerity and cordiality.

We are met here to celebrate the first anniversary of the Punjab Library Association in this, the capital city of the Punjab. Our league of libraries and of persons interested in the library movement is yet young but its history is one of very steady progress in the expression of modern library ideas to the library world of India.

It was in the last week of December 1929 when the city we live in was astir with political, social and theological conferences; that there was also held an All-India Library Conference with our distinguished citizen, the late lamented Rai Bahadur Dr Sir Moti Sagar, as the chairman of the Reception Committee, and Sir P. C. Ray, the distinguished scientist of the Calcutta University as president. A library exhibition, like the one we have held in connection with this conference, was also held and was opened by a distinguished judge of the High Court, the Hon'ble Justice Sir Abdul Qadir.

It was in that Conference that the foundation of the Punjab Library Association was laid. This permanent organization was established to inaugurate a real library movement in this Land of the Five Rivers.

In order to proclaim to the world the birth of the Library Association in this Land, with aims and ideas similar to those they have in America and England and in several other provinces of India (chief among them being the American Library Association, the British Library Association, the Madras Library Association and the Bengal Library Association) we decided in November last to provide the Association with an organ as its mouthpiece and to proclaim the advent of a new and novel movement to our countrymen. The organ was named *The Modern Librarian*, with

Dr F. Mowbray Velte, one of our leading literary men and a true educationalist, as its Chief Editor.

Brother delegates, Ladies and Gentlemen,

You have been invited to witness publically the birth of the Association, which is an institution of higher importance to the people than many others that have been started with flourish of trumpets *and the beating of drums*. It is the beginning of an arduous task to fight the forces of ignorance and darkness that have been enveloping this land of manly races and natural and material resources for long, long centuries. It is an attempt to launch a determined attack on the forces of evil and illiteracy that have been the cause of untold misery in this Land of abundance and have kept us behind in the march of times. Having witnessed its birth we earnestly implore you, to act as Godfather to it, to nurse it and foster it with tender care and make it worthy of this Land where the hymns of the *Rig Veda* were chanted 5,000 years ago on the banks of its rivers.

The aims with which the Association has been started are high, its ideals are lofty and it is the fruition of the desires of the whole-souled efforts of a band of enthusiasts and in the words of one of them, *viz.*, Dr F. M. Velte, "with no large funds at its command, it is necessarily a labour of love and can only continue to exist if accorded loving co-operation by all interested in better libraries, better books and more wide-spread love of reading."

You may please note that this baby is being nurtured in the laps of a small band of workers, who earnestly appeal to you to extend your hand of munificence and willing co-operation to enable them to do the gigantic task which they have voluntarily set before them.

What, then, are the high aims and the lofty ideals with which the Association has been inaugurated?

The *first* and foremost is to inaugurate in this Land which is dear to all of us a real library movement. We are not unaware of the existence of public, semi-public, institutional and private libraries in our city and province, but we are at the same time also not

unaware of the weaknesses and defects in these institutions and their usefulness and, again in the words of Dr Velte, "They lack methods and need education. Education and experience go hand in hand and the object of the Association is to have experience, to pool our resources in such a way that a policy of each for all and all for each, is inaugurated. One librarian can teach another the tricks of the trade and in return learn from his pupil; a new harmony can be introduced into the methods of library control, new ideas can be shared with mutual advantage, new book discoveries can be made a common property. We can work towards more numerous and better organized libraries in our large cities and towards more widespread education in smaller and more sequestered corners of the Punjab." In a word to bring into a harmonious co-operation the scattered organizations which are at work less effectually in our province and to increase their utility a thousand times more.

Secondly, to create among the people a more wide-spread love of reading. Literacy is advancing with big strides in the Punjab. In our province you have given liberally to schools and colleges. We request you to give liberally to libraries also. They will make the schools and colleges more valuable. With the establishment of net-work of schools and colleges in the Punjab, literacy is advancing with rapid strides and it would be in the fairness of things to see that the taste for reading books does not end with the school or the college career and that the advantage of the latest discoveries in science and sociology and all the arts and industries are through the medium of books and magazines made available to the general public. The function of a library is to supplement the school and college education and to serve as an instrument of self-education to which there is no limit.

What after all is the purpose of school and college education? To build up people's character, to educate them for the patriotic performance of their social and political duties and to enable them to earn their livelihood by occupying themselves in respectable professions. It is in part by right reading that the characters of persons are made. It is reading that begets reflection, reflection

begets the action and action, begets habit, and habit begets the supreme thing, character. Lives of great men are made by reading books, reflecting on ideas got from books, and by making them a part of their lives. A college training is an excellent thing, but after all the better part of every man's education is that which he gives himself, and it is for this a good library should furnish the opportunity and the means.

Let me now take up the second function of school and college training, *i. e.* the training for a livelihood in respectable professions. In the case of old Indian occupations the boy received his profession and his tradition from his father. The goldsmith's son had to be a goldsmith and blacksmith's a blacksmith, and he got his training from his father. This still exists in several professions. But in important occupations it is now disappearing. The place of the artisan by inheritance is being taken by graduates of technical schools. Not very long ago in India when a youth desired to become a doctor or a lawyer, he joined the apprenticeship of a practitioner and learned his profession from practice and experience. Now he goes to the Medical or the Law college and gets his education through books. Thus at whatever point we examine the life of the present, we find it bearing itself on books.

The modern public library therefore supplies books to persons wishing to improve their knowledge of their occupation. Books on architecture, building, painting, metal-works, soap-making, electricity book-keeping and other commercial and industrial occupations are of the first importance in a modern public library. The study of such books, promotes the success in life of our young men and brings prosperity to the city and the Country.

The *third* object the Association has set before itself is to bring home to the librarians and library trustees the new conception of librarians and the library.

In old, old times the duty of a librarian was considered too much that of a watchdog to keep people as much as possible away from the books, and hand them over to his successor as little worn by use as he could. No one thought of taking a book from a

medieval library any more than of removing a statute or painting from a museum. Later on the public was permitted the use of books, but under such restrictions as seem to indicate that this service was granted "grudgingly and of necessity." The first change which came, therefore as the library was swept into the general intellectual avenue of time, was the removal of restrictions in the use of books.

A third step and a more revolutionary one, has been in modern times to teach the community directly the use of books and thus not merely to afford easy conditions for the use of books on the part of those who voluntarily enter the doors of the library, but compel the books to go out into the community to serve them free of charge. By means of travelling libraries books are sent to peoples' homes and by means of popular lectures illustrated by cinematographs and magic lanterns, the attention of the people is directed towards books which will give them pleasure and knowledge.

Again in modern public library there is a lecture room. Lectures are arranged on popular subjects, and the attention of the audience is directed towards the books the library contains on the subject of the lecture, and the librarian invites the audience to read more on the subject. This has considerable effect in use of the library.

The modern librarian has taken upon himself the great task of educating the community to use books and guiding the people in that use. He invites everybody to the library and allows them to put their questions regarding sources where they could obtain the information required by them. He receives a visitor kindly, considers his questions systematically and makes every effort to find the answer desired. He is not always able to solve visitors' puzzles and untie their knots; but he is able to suggest where to look for information, while the reader struggles with the knots himself. The pleasantness and at homeness in the library and the library zeal of service is really the first important thing in the modern library. The modern librarian is not a great scholar but he possesses a special training in his work and a *missionary zeal of service*.

Thus the function of a true modern library is not only to allow free access to all the stores of knowledge for those who seek it, but

also to make an initial move to capture the ever swelling tide of those who yearly pass through the mills of our schools and portals of our Universities and to win them over to the idea that education does not, and should not end, with the school or University career but that it is a never-ending process; and to place within their easy reach the world of script and print and to supply them skilled guidance in order to make their lives more efficient, useful and happy.

The modern public library serves not only men but also extends its service to women and children. The influence of the modern library over women has been very great in extent and productive of large results. Women have more leisure than men; that they read books and read them in enormous number is granted; indeed asserted by librarians. That they read seriously is indeed doubtful. It seems rather that they read in every way except seriously. I say this with all due respect to the learned lady who has honoured us this afternoon by opening the exhibition. There are exceptions and she is one of them. Speaking seriously the library is to many women a relief from care, the only distraction from the monotony of routine.

The modern public library also invites children to read books for pleasure and profit outside their school curriculum. It teaches the young to read so that both as children and as men and women they may read. It creates a habit among them to read so that when school education finishes, their studies do not cease.

In our own city the trustees of the Dyal Singh Public Library have allotted a separate room for ladies and children. We hope other public libraries will follow their example. The most important feature of such an enterprise is to have someone in charge of the room who shall be suited to the work—a woman of culture and of pleasing manners who loves children and delights in helping them in the use and selection of books. Such a librarian gives "atmosphere" to the whole undertaking. In Baroda such an undertaking has been most successfully carried out, where under the supervision of a woman librarian the children's room has been furnished not

only with easy books in the vernacular languages but also with games to attract children to the room. The Mahila Library or ladies room is also fully equipped with literature in the vernaculars and the English language for their recreation as well as study in domestic sciences.

Another important question we have gathered here to consider is that of adult education. In our country the great majority of men and women who are to shape the future of the country, I mean, workmen and farmers are illiterates. The illiteracy prevailing amongst them is appalling. Backward countries like Russia and Turkey have already done a lot in this direction. It is said that 60 per cent of the population has been educated in less than 20 years. General education for all people, young and old, is the best advancement and chief defence of a nation against invasions from within and from abroad. Education is the chief concern of the state and the states that have done more for the education of the people have been the most prosperous. The modern democratic states depend for their very existence upon the intelligence of the masses. They must as a measure of self defence provide such facilities by which all become intelligent. The democratic form of Government which rests on the suffrage of its citizens is bound in duty to itself to see to it that popular education, which is essential to its perpetuity, is universal.

The Census Report of the Punjab will give you an idea of the colossal illiteracy that prevails in our province and as long as that is not removed and the torch of knowledge lit and kept agoing in every village how can we Punjabees rank with the advanced countries or even with advanced provinces and states, *e. g.* Baroda, Mysore, Bengal and Madras. By the courtesy and kindness of Sir George Anderson I append at the end of my discourse statistics of the increase in literacy both in school and adult education in the Punjab and the type of libraries that are mentioned in the mufasil, showing an increase of 92,000 per year and 50,000 adults attending adult schools.

The Maharaja of Baroda has provided every decent village

and town with a library. By the year 1918 all the forty-two large and small towns had a free public library with good buildings and adequate stocks of books and in the villages 560 smaller libraries or in other words every $13\frac{1}{2}$ square miles had a library or a reading room. By this time the advancement in this direction has almost reached the level of advanced countries in Europe and America. The ruler of the Mysore state is also following the example set by the Maharaja of Baroda. His Highness has brought into existence a net work of institutions for imparting general and technical education and has established public libraries, museums for the cultural welfare of the subjects. The people of Andhradesa, Madras and Bengal have already caught the spirit and have joined the movement and we in the Punjab will not be before time in following the example.

In India great attention has been bestowed on bringing under culture, vast jungles and Bars that have been lying fallow and barren and a great improvement has been made in this direction and the Government is entitled to a larger share of credit in this great achievement; but one feels disappointed and disgusted that an appropriate amount of attention has not been paid in bringing under culture the human brain that has been lying fallow and unproductive for generations and is still so. If the productive value of the Indian brain is not increased and all barrenness removed and a high degree of intellectual culture maintained by means of cultural institutions, viz., schools, colleges, libraries and night schools for adults, how can we claim to rank with the great countries of the world even if our country be greater in size, population and natural resources?

Fellows delegates, ladies and gentlemen,

Let me thank you once more for the patient hearing and appeal to you not only to co-operate with us on this occasion to explore ways and means to foster the establishment, extension and development of libraries in this province, but also to lend us your helping hand and willing co-operation to fight the forces of darkness that prevail over our great country. Let us look forward to the day when there shall not be a town or village in the Punjab which has

not got a public library and a man, woman or child who has not had the boon of education and has not been brought under the influence of the vast treasures of human knowledge that are stored in our libraries.

APPENDIX.

D. O. No. 4106-R,
Lahore 6th March, 1931.

My dear L. Ram Chand Manchanda,

I am in receipt of your letter dated March 3, 1931. I am afraid that I am very busy just at present owing to the meeting of the Legislative Council, but send you the following information. The figures for the total enrolment in schools of all kinds of boys and girls is as follows.---

Year.	Enrolment.	Increase or decrease.
1921-22	626,690
1922-23	776,978	+ 150,288
1923-24	841,906	+ 64,928
1924-25	919,649	+ 77,743
1925-26	1,060,816	+ 133,167
1926-27	1,182,736	+ 119,920
1927-28	1,248,131	+ 65,395
1928-29	1,220,769	- 27,362
1929-30	1,313,376	+ 92,607

It is very difficult to give accurately the percentage of pupils attending school to the school going population, but the percentage of boys approximates sixty. On March 31, last, there were 2,157 schools for adults with an enrolment approximating 50,000. This Department deals only with what is generally known as village libraries. There are about 1,500 such libraries and, in addition, every Anglo-Vernacular school and college has its own library. All these libraries are maintained by Government. The reports which I have received indicate that they are being appreciated very widely.

Yours sincerely,
(Sd.) G. ANDERSON.

**Presidential Address by the Hon'ble Sir JOGENDRA SINGH, Kt.
Minister for Agriculture, Punjab.**

I am really grateful to you for asking me to be with you today. It is an honour which I greatly appreciate. I must however plead that I have no special claim to preside over this meeting. I am a mere villager with no traditional learning. Even the love of books which in early days became the ruling passion of my life has passed away. I cannot therefore speak with authority as my predecessors have spoken on such occasions. I have been wondering what to say to you to-day. It occurred to me that I could do no better than speak of the search for knowledge that begins at birth, and is as immortal as the soul itself, unending and eternal. Curiously it seems that at birth we take up the threads where we left them, perchance in some other plane and in some other life, and we move in directions which seem pre-ordained. The thirst for knowledge is met by human libraries that surround the child: we draw on the gathered harvest of experience, and knowledge which is handed down from generation to generation, more by direct transmission than by the medium of books. Every one of us can recall his own childhood, incidents that remain engraved on the tablet of memory. We are not of earth earthy but carry the divine spark which illuminates the road of life and opens magic casements as W. B. Yeats truly says -

Come away, O human Child;
With a fairy hand-in-hand
For the world is full of weeping;
More than thou can understand.

This world of ours would be dreary place, but for the mystery and enchantment which surround life. Have you never met at sundown workers returning home singing or attended spinning matches in mud built village homes and heard the songs of young girls, waiting eagerly the unfoldment of life. I can never really forget the stories that my nurse told me, that is how the mission on which you are engaged is uninterruptedly fulfilled. The library movement began with man himself, and without it human life would have been unimaginably bankrupt.

India has been rich in its store-house of learning; we have the Vedas, carrying the breath of God Himself and the Holy, Quran,

custodian of divine teaching. The great Buddha showed the way to salvation in this ancient country and Guru Nanak lighted the torch in this land of five rivers. India has been and is rich in the treasures of true knowledge, and though our libraries have been destroyed, the tradition lingers that even in the domain of physical science the ancients knew how to conquer nature, and that the Palace of Ravan was swept by the wind and lighted by electricity and aeroplanes flashed across the sky, and thought was transmitted with the rapidity of lightning. It can be reasonably held that secrets of nature were discovered before and allowed to die out as they may to-day, if the mind of man fails in moral responsibility. I am reminded of the stories of Talism Hush Raba and Bostan Khial, which speak of the fight between magicians and God-fearing men. Such a fight may again take place with similar results.

I wonder how many now read, and can grasp the wisdom of Upnishidas or truths of Patanjali Yog Sutras, the teaching of Bhagwat and Ramayana; the dynamic verses of Balmik or the sweet songs of Tulsi Dass. Even Bhagwat Gita the song of the battle-field of the soul does not form part of the training of modern youth. It was different in my boyhood. The hymns of Sikh Gurus, and stories from Panth Parkash and Suraj Parkash sung and acted by Dhadees still ring in my ears. I need hardly say how Sikh prayers recited by my mother and father form part of myself. I can also recall the stories I read as a boy; of Parlahd's steadfast stand for truth, and stories of Puran Bhagat. I still remember the renunciation of Puran and laments of Sundra.

مے آؤندا گھوڑے مرا قیام ہے — اچ دیہہ اکثر باغ آیا

I read stories as Hir and Ranja, Sasi and Punun and Shah Bairam :

توں سواندا دچ رنگ مکھین کر کے نیند پیاری —

میں دچ بندی خانہ رندی واہ واہ تیری پیاری

Then in the villages of Oudh, the land of Ram Chandra, I heard the ballads of Allah and-ud-Din, the songs that revealed the heroism, and the Bushido—if I may use of a Japanese word-of the Rajput race. Then I wandered into the realm of Urdu stories and

poems, the generosity of Hatim and heroism of Rustom, the wonderful tales from Arabian Nights, and Gul Bakoli the new novels of Ratan Nath beginning with Fisana Azad and then the Urdu poets amongst whom Ghalib said :

One must have a heart on fire ;

To light the lamp of poetry

And at another time exclaimed

سارا جہاں دے کے وہ سمجھے یہ خوش رہا — یاں آ پڑی یہ شرم کہ آکر ار کیا کریں -

We also read the Persian, the wisdom of Gulistan and the teaching of Bostan and heard the voice of the poet saying :—

Thou art afraid of a little flame

Look at me, I jump into flame to find unity.

I need hardly speak of the poems of Shams Tabraiz, or Hafiz or Maulana Rome. His first line is still ringing in my ears.

The Bamboo flute is piping ;

Piping the pain of parting

From the parent stock

And his teaching,

Grass does not grow on stone ;

Make your heart like hearth,

So that it may blossom into flower and fruit.

This teaching has been contradicted by our poet, Iqbal, who wants the heart to be harder still, saying that coal does not become a diamond till it attains hardness.

Such were the libraries that were open to us, in our childhood and to these were added the treasures of English literature. From the reading of our own books we began the plays of Shakespeare, novels of Lytton and Scott, Dickens and Thackeray and witnessed the drama of love and life painted by these great artists. Then came the seekers after truth: MaxMuller, Herbert Spencer and Huxley dogmatic in the certainty of their discoveries and unaware that their light had its own limits and truth was beyond the grasp of pure reason, and the light which the Sermon on the Mount and "Imitation of Christ" carried, illuminated regions beyond the bounds of subliminal.

It was a wonderful age, thought and action were inspired by

high ideals which great thinkers were eager to translate into realities—Emerson, Carlyle and Ruskin, spoke with a strength which came from the heart. Carlyle with his impatience with outer trappings, and his love of heroes, Emerson with his clear understanding—I still remember his essay on England and Ruskin whose unfailing intuition realised true values. I was almost tempted to read to you today from his “King’s Treasuries,” and to those puzzled by economic conflict I can recommend his “Unto this Last”. Then there was Tolstoy with his burning love for the poor. Read his “Twenty Three Tales”, his “War and Peace”, and a dozen other books. They will give you a clue to Gandhi’s new movement. The age was not without its poets. Tennyson sang of the “common wealth of man”, of Akbar’s dream and the Ancient sage. Three lines from Lockesly Hall still ring in my ears.

Love took up the harp of time and smote
its cords with all its might ;

Every dewdrop lightly trembling passed in
music out of sight

Then there were Browning and William Blake, Rossetti and Swinburne who sung of joys and sorrows, and radiant realms of love and union.

Then came a wonderful group of men animated with love of humanity and aiming at making a better world for mankind, the Positivism of Compté, as defined by Frederick Harrison in his “Faith of a Layman”, Rousseau’s love of equality, Voltaire’s impatience of all shams and Morleys’ constructive philosophy laid the foundations of new liberalism. They lighted the fire which is still burning in the West. The custodians of the Library movement are really the door-keepers of the spiritual inheritance of the world, door-keepers of a Temple where great thoughts dwell and where you can summon great men at your pleasure, ready to give of their best. You can call Viaysa or Socrates, Plato or Kant, Maeterlinck or Bernard Shaw, Yeats or Tagore, Iqbal and Sarojini Naidu at your pleasure and hear them discourse.

The Printing Press in our day has multiplied books. It is considered essential that a man know the art of reading and writing but in old India, instruction was imparted by the word of.

mouth. I can recall, Kathas, which were recited by the learned and listened to by the hundred, the meetings that took place in the villages and Shabad Kirtan that followed. In this way the libraries of the world were made accessible to all. I often heard a villager quote from Tulsi Ramayana some saying of profound significance and clear application. I therefore hold that the library movement is as old as civilisation itself, and now that the old system of Kathas and Kirtans is dying out, it is essential we should do all we can to bring good books within the range of the villages and open the divine treasure to all. The perishable print is the custodian of great thoughts but remember knowledge does not consist in the number of books a man has read. Books never satisfy the starvation of the soul for true knowledge. The satisfying fruits of true knowledge are compassion, devotion and renunciation. These are communicated with the breath of life itself to the hungering soul. This may be said of the impact of the Western thought on that of the East that it has set free the intellect, which had petrified with the grooves of custom and tradition, and the creative breath coupled with a wide and intellectual tolerance, recognising truth in diverse vestures, in working towards a larger understanding and calling forth all the people to live, love and understand. People used to the darkness of caves still cling to the old carcase of communal customs but this will not last long, the new times demand co-operation and realisation of human unity. I often feel how birds used to the safety of the cage are afraid to wing their flight to unknown skies and flock together, but their first adventure in freedom dissipates the fear, and we too, I hope, once we shake off the fear, will know the joys of freedom and continue our search for a wiser vision and a happier life. The library movement will have great future in the making of responsible citizen, for it is on the responsible citizen that the success of responsible Government depends.

I thank you once again and wish all success to the movement aiming at spreading the light of knowledge far and wide. May your light be free from shadows and may the ideals that guide new India guide her on right lines.

Address by Dr F. MOWBRAY VELTE M.A., Ph. D., Chairman of the Council,
Punjab Library Association. Lahore.

Mr Chairman, Ladies and Gentlemen,

It was a little over a year ago that the Provincial Library Association was organised and at this, our first Punjab Library Conference; we can look back with a certain degree of satisfaction at what in our humble way we have been able to accomplish. Our organization has laboured under difficulties and faced disappointments, but on the whole we have made substantial progress. To that progress the holding of this conference is one significant witness; the mere existence of such a conference is an evidence of the awakening of a new library consciousness and of a desire further to exploit the manifold possibilities for invaluable civic service—one might say rather national service—that better and more numerous libraries can perform.

For there is no doubt that we are getting away from our old idea of a library as a mere literary donjon-keep visited only by venerable bibliolators unfit for more strenuous occupations and tended by gloomy, grim and ill-informed seneschals. It is true that the librarian has not yet entirely come into his own from the standpoint of status but we are gradually working for his uplift along with that of the libraries themselves. I shall confess frankly that I personally am keen to see the libraries recognised and that that is a part of, though by no means the whole or the main purpose of this association. But let me assure you that the Association will push the librarian's interests wherever and whenever it can with honour and justice do so. "For the workman is worthy of his hire."

And no worker has a greater task and a greater opportunity in India to-day than the librarian. More than anything else this country needs education, and by education I mean education not of the few but of the many. Self-rule will be great thing when it comes, but self-rule that means the domination of a small and well educated minority over a large, voiceless, and ignorant majority is not going to get us very far. And in India, as every where else in the world, it is from the cities that general education is going to spread; and in the cities it will be the public libraries that will be,

the centres for such general education rather than the colleges or even the schools which are for the more prosperous few.

But how far do our libraries to-day really reach the masses? How far does our public library in Lahore for example makes its influence felt in the little shops of Anarkali or in the innumerable offices and factories of the town? Not very far I am afraid.

What are we to do about it? Obviously the city streets will not come to us; can we go into the city streets? This is a question that it is for us as librarians to solve. It is no use having wares on our shelves if we cannot display them and sell them. The businessman has much to teach us along this line and we must study his method. He knows that in business it pays to advertise, and we must advertise too. In a college or a school we must so advertise our library that we get the students to come to us. If we have to do some window-dressing by all means let us do it. I know something about school and college libraries and I know that where there is no conscious effort to attract and hold people, where the librarian sits patiently and humbly waiting for attention, nothing much is ever accomplished. The method may vary in different instances but in every case there must be a method of impressing people with the value of our goods if we want to achieve anything.

If school and college libraries have a problem, public libraries have an even greater one. Our age in India is by no means a reading age. The task of earning a livelihood is so stupendous that mere reading is regarded either as a polite luxury or as a waste of time rather than as what it really is, an asset in every field of endeavour. How are public libraries to penetrate public inertia and make an impression? May I suggest humbly that conferences such as this provide one way. This conference if it succeeds in doing the kind of work which I hope it will be enabled to do, will show those about us that we have got a message, a definite purpose and a realization of our own task. It is among other things a desirable bit of publicity and is being held in part with that view.

A second form of publicity work is provided by our Magazine. You may not like the magazine, but at any rate support it by sugges-

tions and by subscriptions. It is the only library magazine in India and without support it may expire. I beg of you to make it better but not to kill it.

I do not know how many of you have read the three or four issues already published, but I can assure you that there have been some articles of real worth. Let me call your attention to the articles on the Baroda Library Movement and to Mr Harrington's article on the "Library as a Field of Research" in particular. In Mr Harrington's article is the very essence of what our Association and all libraries in the province should attempt to accomplish. As for the Baroda Library Movement I may say that I devoutly wish that we had something like it in this province. Standards of living and standards of acting rise with a rise in standards of thinking and in Baroda a studied effort is being made through the library movement to raise not merely the town but the village standard of thought. Some of you I trust will be led by my remarks to study that movement carefully and to think out ways and means whereby we can do likewise.

Our progress will without question be slow and tedious but even small beginnings can be blessed with worthy results. It does not take very large acorn to grow an oak and every seed we plant, if of the right sort and given the right care, will bear good fruit some day.

It is not my purpose to make a long address as chairman of the council of the Association for the past year. I wish to express my pride at the fact that I have been associated with the movement, and my personal gratitude to those who have made my task so easy and so pleasant. Our president, Mr Ram Chand Manchanda, has done a splendid job; Mr Siddhanta, Mr Das Gupta, Mr Bhatta, Mrs Chawla and others, of whom I must mention in especial Mr Rattan Chand Manchanda and L. Sant Ram, have proved indefatigable workers; and we have been aided much by the sympathy and counsel of many other friends.

May this conference accomplish much for a cause which is worthy of the very greatest and the best effort.

AN APPEAL.

Mr Chairman, Ladies and Gentlemen,

You have already come to know from the addresses and speeches that have been given this evening what a great national affair this library movement is. It is a movement for educating the masses and giving them the benefit of knowledge stored in books. The Library Association is urging the Government as well as the people by means of this Conference and, of the library journal, and by means of meetings that it occasionally holds for the discussion of library subjects that there should be a free public library in each town and village in the Punjab. The library should be the social centre for its inhabitants. It should be a place where people of a town or a village can meet for the discussion of social subjects as well as recreative purposes. It should be an intellectual fountain from which people can get books to mould their lives and characters. It should be a place where people come to read books to increase efficiency in their trades and occupations. People should not follow old and obsolete methods in their trades and earn thereby simply to exist. They should make use of the experiments and experience of other people and employ modern methods in agriculture and industries. By adopting modern methods they will be able to do work in an hour which they do now in four. They will then earn more and live better. The graduates of our universities should go back to the farm and factories and employ modern methods in agricultural trades and industries. They can become as rich as farmers and traders in America, Europe and Japan are.

It is one of the objects of this Association to direct the attention of the educated young men towards books dealing with various professions, *e.g.* mechanical and electrical engineering, gardening, dairying and poultry farming, bee-keeping, weaving and spinning, book-binding, shoe-making, blacksmithing, carpentry, masonry, pottery, etc. so that we can encourage our trades and industries. We want to employ hoards of our educated young men, who loiter

unemployed in our cities, in different trades and industries. We want to change the mentality of their parents so that they may not feel ashamed of their sons becoming mechanics and artisans.

Not only this. The wonderful effect of libraries in moulding the character, life and culture of the people is known to all of us who have had the boon of education and have been using the libraries. The Association aims at making the masses healthier, more industrious and wiser by creating among them the desire for reading books.

By means of travelling libraries, the Association aims at sending books to people's homes, particularly to women and children. It wants to send books to sick men in hospitals, workmen in factories, and schoolchildren in schools and playgrounds. The Association will send library workers to distant towns and villages, who by means of popular lectures illustrated by magic lanterns, will give knowledge of the world to the illiterate masses and create in them a desire for education and will help in the establishment of night schools for adults.

For this huge work the signs are hopeful. The masses are now becoming interested in newspapers. Newspapers are being sold like hot cakes in our streets, although the quality of the vernacular newspapers needs to be improved upon. We want the editors to be more responsible; to think more of the unity and creation of mutual love among several communities that inhabit this land and have less mercenary spirit than they are having at present. This movement is the best antidote against the "gutter press."

The Association wants to take the people a step forward. It urges them to read more books. It wants them to visit libraries more often and to travel more amongst the people in other lands how they move, how they do their country's service, and how they respect each other's religion. How they honour their women folk. Let them take everything good from their lives and make it a part and parcel of their own lives. This is how men make their character high; and how nations are built.

Let books tell them how communities in other countries live side by side without hurting each other; how patriotic other nations are in the performance of their civic duties. India needs at this juncture a few bridge-builders who will bridge the gulfs in our social and political life. The library movement we believe is one of these bridge-builders.

And for this noble work the Association needs funds. We have started issuing a monthly journal to inaugurate this important movement in this province. Each issue costs us about Rs. 150/-. We issued the first number in November 1930 and the second in December 1930. We got under debt. So we issued the third issue jointly for January and February 1931. Our next number, joint issue for March and April, is in the press. We are still under a small debt. We appeal to a few philanthropic persons to donate some money to this Association, and we appeal to all of you to join the Punjab Library Association as members.

RESOLUTIONS

1. This Conference places on record its deep sense of loss at the sudden and untimely death of R. B. Dr Sir Moti Sagar, Vice-Chancellor of the Delhi University and President of the Lahore High Court Bar Association. He acted as the Chairman of the Reception Committee of the All-India Library Conference, held at Lahore in December 1929, the success of which was largely due to his help and guidance. (Moved by the Chair).

2. This Conference requests each Municipality in the Punjab to establish a free public library and reading-room properly organised with a borrowing privilege for its citizens. (Moved by Mr Gopal Das, M.A., Chief Librarian, Government College, Ludhiana and seconded by Lala Naubahar Singh, Librarian, Law College, Lahore).

3. To stimulate the circulation of books this Conference recommends to public libraries in the Punjab to provide lecture-rooms in their buildings, in which frequent lectures be arranged on popular topics and the attention of the audience be directed towards the books in the libraries dealing with the subjects of the lectures. (Moved by Lala Abnashi Ram Talwar, B.A., Librarian, Government College, Lahore and seconded by Lala Ram Labhaya Sahiblok Librarian, Dyal Singh College, Lahore).

4. To aid in solving the unemployment problem in India this Conference recommends to public libraries to purchase more books and journals on commercial and industrial subjects in order to help educated young men to have knowledge of remunerative trades and occupations. (Proposed by Prof. Krishan Datta, B.A. (Cantab), Hon. Secretary, Sir Ganga Ram Public Library, Lahore. Seconded by Lala Ram Labhaya Sahiblok, Librarian, Dyal Singh College, Lahore).

5. In order to increase the utility of the Public and the University libraries in the Punjab, this Conference recom-

mends to their governing bodies the desirability of keeping open their libraries at least twelve hours a day, and also strengthening their staff to meet this growing demand of the public. (Moved by Mr Bashir Ahmad, M.A., LL.B. Secretary, Co-operative Societies, Punjab. Seconded by Lala Des Raj Sabarwal Librarian, High Court, Lahore.)

6. This conference recommends to the authorities of Public, University and College libraries in the Punjab to make the addition of a Reference Librarian to their library staff, whose sole business ought to be to guide the readers in the use and selection of books. (Moved by Dr F. M. Velte, M.A., Ph.D., and seconded by Mr Gopal Das, M.A., Chief Librarian, Government College, Ludhiana.)

7. This Conference recommends to those school, college and public libraries in the Punjab which are following old methods to re-organize their libraries on modern scientific lines. (Proposed by Mr S. M. Dattatryia, M.A., Government College, Lyallpur and seconded by Lala Charanjiva Lal Aggarwal, M.A., LL.B., Hailey College, Lahore.)

8. In order to increase efficiency in the library service this Conference recommends to the authorities of all school, college and public libraries in the Punjab to get their librarians trained in library work and that no librarian in future be employed in any library who has not suitable educational qualifications and who has not undergone a course of training in library science. (Moved by the Chair).

9. This Conference requests the Government of the Punjab to establish a system of Grant-in-aid for the establishment and maintenance of public libraries in the Punjab similar to one it has established for schools. (Moved by Lala Chiranjiva Lal Aggarwal, M.A., LL.B., Advocate, High Court, Lahore and seconded by Lala Ram Labhaya Sahiblok, Librarian, Dyal Singh College, Lahore.)

10. This Conference is of opinion that the present pay and status of librarians should be improved in the best interests of this important utility service. (Moved by Prof. M. S. Bhatti, M.A. and

seconded by Mr B. G. Shah, B.A., Librarian, Gujrat College, Ahmedabad).

11. This conference requests the trustees of public libraries in Lahore to consider the inclusion of representatives of the Punjab Library Association on their committees (Moved by the Chair.)

12. (a) This conference recommends to the library committees of the public as well as institutional libraries to provide each member of their committees with a copy of *The Modern Librarian* in order to keep them informed of the current library ideas and knowledge of what goes on the library world.

(b) This conference requests the authorities of all school, college, municipal and public libraries to subscribe to *The Modern Librarian* in order to keep themselves in touch with improvements that are made in library administration from day to day. Proposed by Prof. A. K. Siddhanta, M.A., S.T.M., (Harvard), and seconded by Prof. S. N. Das Gupta, M.A.).
